INFLUENCE OF SOCIO-ECONOMIC FACTORS ON IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS IN RONGO SUB-COUNTY, MIGORI COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for an award for a degree in any other university.

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

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This project is dedicated to my parents John Muga and Bibiana Chesa, my husband Reuben Okoth Obadha, my children Verah Achieng and Victor junior for their great support and prayers.

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The completion of this research project is a milestone and a great achievement. This achievement is not mine alone but for all those who actively participated and those who offered invaluable assistance towards the completion of the project.

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LIST OF ABBREVIATIONS AND ACRONYMS

CWDs   Children with Disabilities

EARC   Educational Assessment and Replacement Committee

EENET   Enabling Education Network

EFA   Education for All

FPE   Free Primary Education

GoK   Government of Kenya

I E   Inclusive Education

KESSP   Kenya Education Sector Support Programme

KEMI   Kenya Education Management Institute

SDGs   Sustainable Development Goals

MoEST   Ministry of Education, Science and Technology

NACOSTI   National Commission for Science, Technology & Innovation

NESSP   National Education Sector Support Programme

PPMCC   Pearson Product Moment Correlation Coefficient

PWDs   Persons with Disabilities

QASO   Quality Assurance and Standard Officer

SNE   Special Needs Education

UN   United Nations

UNESCO   United Nations Educational, Scientific, and Cultural Organization

UPE   Universal Primary Education

ABSTRACT

Education is recognized as one of the basic human rights regardless of individual differences. In Migori County and particularly Rongo Sub-County, significant advances have been made towards promoting inclusive education in regular schools. The purpose of this study was to establish the influence of socio-economic factors on implementation of inclusive education in public primary schools in Rongo sub –county. The study sought to determine the extent to which family's economic status influences the implementation of inclusive education in public primary schools, to establish the influence of family's attitude towards children with special needs in the implementation of inclusive education in public primary schools, to assess the extent to which family's religious beliefs influences the implementation of inclusive education in public primary schools and to determine the extent to which parental level of education influences the implementation of inclusive education in public primary schools. This study used descriptive survey design employing both qualitative and quantitative approach. The target population for this study was all 42 head teachers from the 42 public primary schools offering inclusive education, all 95 pupils with special needs in education, 336 class teachers and 336 parents from the 42 schools, that is 8 class teachers and 8 parents of learners with special needs in education per school. the researcher used 30% of the target population because this percentage was able to represent target population characteristic. Simple random sampling was used to sample the 42 public primary schools which offer inclusive education. 42 head teachers, 95 pupils with special needs in education, 100 class teachers and 100 parents of learners with special needs in education from the 42 schools were further be sampled purposively since they had relevant information. That is, 2-3 class teachers and parents of learners with special needs in education per school depending on the school size. To address research objectives and research questions, data was collected by the use of questionnaire for both the head teachers and teachers and interviews for the learners and parents. Quantitative data was analyzed by use of descriptive statistics such as frequencies, percentages since they could easily be interpreted by many people and inferential statistics such as correlation analysis. The study found that family's economic status, family's attitudes, family's religious beliefs and parents education level of learners with special needs in education had an influence on the implementation of inclusive education. The family's economic status of learners with special needs in education was low. There was very little interaction between learners with special needs in education and those without special needs in education in the schools and the early intervention of learners with special needs in education was also low. Educated parents of learners with special needs in education in the schools embrace the implementation of inclusive education to a large extent. Religion should continue to sensitize community on education of learners with special needs to minimize their stigmatization and discrimination. The teachers should as well sensitize the other pupils so as to prevent the stigmatization and discrimination of learners with special needs in the schools. The Ministry of Education needs to mobilize stakeholders of Special Needs Policy in providing direction on the objectives of inclusive education. The sensitization should be done to the learners, the teachers, parents and the community as well.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Worldwide, the idea of inclusion has become the most important topic in the field of special education. In the past, it was unrealistic and impractical for learners with disabilities to receive learning with ordinary children in mainstream schools (Pijl, Nakken & Mand, 2003). However, recent global trends and challenges have shown that children with learning needs can be in the same classroom with typically developing children and gain regular education (Vislie, 2003).

In many countries around the world, Inclusive education has been supported to prohibit discrimination in education under the human right law (Gallagher, 2008). In the United State of America, around 96 per cent of children with disabilities are presently educated within mainstream, and almost half spend the majority of their school day in general inclusive classrooms as opposed to being withdrawn for segregated lessons (Ewing, 2005). This picture demonstrates a progressive increase in the number of children with Special Educational Needs being included in mainstream settings over the past twenty years.

In the most developed countries there has been a significant trend towards the placement of students with special educational needs in mainstream schools. This move has previously been referred to as integration, mainstreaming and recently inclusion (Block and Volger, 2004). Inclusive education therefore, is an approach that challenges exclusionary policies and practices so as to address learning needs of all learners in regular schools (UNESCO International Bureau of Education, 2007). Two major world

conferences on education: The Jomtien Conference held in 1990 stressed the principle that every child including those with special needs have a right to education and the Dakar Conference held in 2000, recognized education as one of the basic human rights (United Nations Universal Declaration on Human Rights, 1948).

In Africa some countries such as South Africa, Uganda and Lesotho have a national policy on inclusion. Uganda has been addressing the educational needs of CWDs as part of Universal Primary Education (UPE) since 1996. The Ugandan government has made education affordable financially for easy accessibility for families to send their CWDs to school. In every family, the priority is given to the child with disability, then to girls (Miles 2000; Bosa 2003; Mittler 2002).

In Kenya, the constitution supports inclusive education (The Persons with Disabilities Act, 2003 part 3 article 18). Further, the ministry of education adopted a national policy on special needs education in 2010. The Kenya government is also a signatory to various international conventions and declarations such as UN declaration of the rights of children (1948), World Conference on Special Needs Education (2014), World Conference on Education for All (EFA (1990), Dakar Forum for Action (2000) and the UN Convention on the Rights of Persons with Disabilities (2006).

Despite the universal acceptance of inclusive education, evidence shows that a major significant contributor to the implementation of inclusive education is the meaningful engagement of families of learners with exceptional needs (Bennett, Deluca, & Bruns, 1997). A study carried out by Scheepstra, Nakken and Pijl (2009) reveals that parents motives to place learners with special needs in education in a mainstream school varies due to factors such as family's economic status, family's attitude, family's religious

beliefs and parental level of education. According to Dyson and Forlin (2013), financing educational services for students with special needs in education is a primary concern for all education stake holders. However, this varies with the economic status of a family. Higher-class families are active in managing their children's education. They feel more comfortable communicating with teachers and are more involved with school activities (Lareau, 2013).

Middle-class families tend to have more educational materials and parents belonging to this class participate in school activities (Anderson & David 2014). They also attend concerts hence facilitating the implementation of inclusive education (Entwisle & Alexander, 2014).

Parents' attitude towards inclusion has been identified as another factor that may enhance or inhibit the implementation of inclusive education (Mcleod, 2001 & Singal, 2005). Positive or negative attitude of a family has been attributed to the age, gender and severity of disability of the learner with special needs in education (Harding & Darling, 2003). Wolterstoff and Nicholas (2012), note that religion has influenced implementation of inclusive education in terms of secular practices, teachings language and superstitions. Words used to describe a disabling condition, for instance, easily morph into a label for the individual; thereby influencing the attitudes and behaviors of others toward that person. Education can be inferred from an understanding of the purposes for which children go to school, or parents take their children to school. Therefore, parents' level of education matters a lot in the implementation of inclusive education (Shiundu & Omulando, 2012).

A parent who is not learned in most cases will not see the sense of taking his or her child to school especially when the child has special needs in education. Kabiru and Njenga (2007) observed that children will imitate their parents in what they do and what they love most. If they are educated and love knowledge, their children will imitate the same irrespective of their status of disability. They will also have high aspirations for the future (Coleman et al., 2007).

In Migori County and particularly Rongo Sub-County, significant advances have been made towards promoting inclusive education in regular schools. According to the data obtained from the EARC office, Rongo Sub-County has a total of 68 public primary schools. Out of these schools, 42 schools offer inclusive education. The remaining 26 public primary schools are non inclusive (EARC Office Rongo Sub County 2015). In the year 2014, 182 learners with special needs in education were enrolled in these schools while in the year 2015 there were 95 learners with special needs in education. This shows that inclusive education has not been fully implemented in schools within the Sub-County.

Studies conducted have shown that various factors have great influence on implementation of inclusive education: Kithuka (2008) studied factors influencing implementation of inclusive education policy of children with special needs in Kitui North; Kurumei (2012) studied effectiveness of inclusive education in public primary schools in Keiyo District, Elgeyo Marakwet County; Nyaigoti (2013) studied Institutional factors influencing implementation of inclusive education in Rigoma Division, Nyamira County and Owuor (2014) studied determinants of inclusion of learners with special needs in Kisumu Municipality, Kisumu County. To the best of the researcher's knowledge none of these studies has been done on Influence of socio-economic factors on

implementation of Inclusive Education. It is in this view that the researcher investigated the Influence of family related factors on implementation of inclusive education in public primary schools in Rongo Sub County, Migori County, Kenya.

1.2 Statement of the problem

Education is recognized as one of the basic human rights regardless of individual differences (United Nations Universal Declaration on Human Rights, 1948). Kenya, being one of the developing countries has embraced inclusive education as one of the strategies towards achievement of the Sustainable Development Goals (SDGs) and Education for All (EFA) Goals. The government, therefore, has come up with a training Education Programme, Kenya Institute of Special Education (KISE 2002), for training teachers and equipping them with knowledge skills and attitudes to handle learners with special needs in education in the regular schools. Implementation of Free Primary Education (FPE 2003), by the government, has also created opportunity for a large number of children to enroll in public schools including those with special needs in education (UNICEF, 2013). Despite all the efforts made by the government to support inclusive education, still not all schools in Rongo Sub-County implement inclusive education (EARC Office Rongo sub county 2014-2015). If the government's effort is supported by all education stake holders, especially families of learners with special needs in education, then ideally the remaining 26 non inclusive public primary schools should also offer inclusive education.

Kamene (2009) did a research in public primary schools in Yatta district on factors influencing implementation of inclusive education and found out that every primary school has at least one special education teacher. Nyaigoti (2013) researched on

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institutional factors influencing implementation of inclusive education in Rigoma division Nyamira County and found out that physical facilities influence implementation of inclusive education. Ouma conducted a study on school based factors influencing implementation of inclusive education in public primary schools in Homa-bay district, Kenya and found that learning materials and teachers training physical facilities teachers' attitude influence implementation of inclusive education. To the best of the researchers' knowledge the past studies have not assessed the social-economic factors influencing the implementation of inclusive education. It is against this that the researcher sought to establish the influence of socio-economic factors on implementation of inclusive education in public primary schools in Rongo Sub County.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of socio-economic factors on implementation of inclusive education in public primary schools in Rongo sub –county.

1.4 Objectives of the study

The following were the objectives of the study:

  i.   To determine the extent to which family's economic status influences the implementation of inclusive education in public primary schools.

  ii. To establish the influence of family's attitude towards children with special needs in the implementation of inclusive education in public primary schools.

  iii. To assess how family's religious beliefs influences the implementation of inclusive education in public primary schools.

  iv. To determine the extent to which parental level of education influences the implementation of inclusive education in public primary schools.

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1.5 Research questions

The study sought to answer the following questions:

  i.   To what extent does the family's economic status influences the implementation of inclusive education in public primary schools?

 ii.   What is the influence of family's attitude towards children with special needs in the implementation of inclusive education in public primary schools?

iii.   How do the family's religious beliefs influence the implementation of inclusive education in public primary schools?

 iv.   To what extent does the parental level of education influences the implementation of inclusive education in public primary schools?

1.6 Significance of the study

The information gathered from this study will form a basis for educational planners and curriculum developers to re-examine the curriculum with view of making it rich in the implementation of inclusive education by involving families. It will also benefit the QASOs who supervise curriculum implementation thus enabling them to advise curriculum implementers on best ways of involving families in the implementation of inclusive education.

The study may also be used by the educational organizations such as Kenya Institute of curriculum development (KICD) and Kenya National Examination Council (KNEC). The Kenya Institute of curriculum development may benefit from the findings of this study in preparation and development of the school syllabuses and learning materials that meets the learner's diversities without any form of discrimination.

The study will be of importance to future scholars and academicians as it will form the basis for further research as well as provide literature to future research. The study will

add to the body of knowledge on the influence of socio-economic factors on implementation of inclusive education in public primary schools.

1.7 Limitations of the study

The limitations of the study included the following: Due to the vast distance coupled with the poor road network, the researcher could have experienced difficulties in travelling during the data collection period. To mitigate this limitation, prior arrangement about the transport was made. Adequate time was also allocated for data collection. The questions in the research instruments may have provoked the feelings of some respondents. Therefore, such respondents were left out if they were not willing to participate.

1.8 Delimitations of the study

The delimitations of the study included the following: The respondents were class teachers, pupils with special needs in education, head teachers of schools implementing inclusive education and parents of pupils with special needs in education since they were the key stake-holders with appropriate information. The study also focused on socio-economic factors influencing implementation of inclusive education in Rongo Sub-County since families play a major role in the implementation of inclusive education.

1.9 Assumptions of the study

In the course of carrying out this study a number of assumptions were made: Socio-economic factors have influence on implementation of inclusive education on the sampled schools and that all the respondents had the required knowledge and they were competent to give accurate responses to the questions which were raised through the questionnaires.

1.10 Definitions of significant terms

The following terms are defined in the context of the study:

Attitude refers to the thinking or feeling about someone or something, typically one that is reflected in a person's behavior.

Disability refers to lack of ability to perform an activity in the manner within the range considered normal for school pupils.

Implementation refers to the process of installing and maintaining a system that allows for the pupils with disability to be educated.

Inclusive education refers to an approach that challenges exclusionary policies and practices so as to address learning needs of all learners in regular schools.

Level of education refers to different categories of qualifications acquired in terms of schooling.

Religious beliefs refer to attitudes towards mythological or even social- economic supernatural, or spiritual aspects of a religion.

Economic status refers to a combined total measure of family's financial position in relation to others, based on income, education and occupation.

Special needs in education refers to an education with appropriate modification in curriculum, teaching methods, educational resources, medium of communication and learning environment in order to cater for individual differences.

Stigmatization refers to treating the disabled as wrong or embarrassing and to try to make the disabled pupils feel ashamed.

1.11 Organization of the study

The study is organized in five chapters. Chapter one consists of: the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definitions of significant terms and organization of the study. Chapter two consists of the literature review of socio-economic factors influencing implementation of inclusive education. This included concept of inclusive education, economic status of a family and implementation of inclusive education, family's attitude and implementation of inclusive education, family's religious beliefs and implementation of inclusive education, parental level of education and implementation of inclusive education, summary of the literature review, theoretical framework of the study and finally the conceptual framework.

Chapter three entails research methodology, giving a detailed account of research design, target population, sample size and sampling procedure, research instruments, instrument validity, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations. Chapter four presents the data collected, analyzed and the discussed research findings and finally chapter five provides the summary of the study, conclusions, recommendations and suggestions for further study.

2.1 Introduction

This chapter entails a comprehensive literature review of eight subsections: concept of inclusive education, economic status of a family and implementation of inclusive education, family attitude and implementation of inclusive education, family religious beliefs and implementation of inclusive education, and parental level of education and implementation of inclusive education, summary of the literature review, theoretical framework of the study and conceptual framework of the study.

2.2 Concept of inclusive education

Inclusive education is an approach that challenges exclusionary policies and practices so as to address learning needs of all learners in regular schools (UNESCO International Bureau of Education, 2007). Osgood (2005) asserts that inclusive education has evolved from AD 40 to the present in four phases. The first phase was before and including year 1800. Here, people lacked understanding of persons with disabilities thus treated them as demonic and satanic possession leading to stigmatization, banishment and extermination. The second phase was from early 1960 to late 1970 which was called segregation period. Here, separate institutions of learning were set aside for persons with disabilities. 1980 formed the third phase when special units were integrated into mainstream schools.

This was integration period. The fourth phase is inclusion period of early 1990 when many international legislations and policies were passed such as Salamanca statement of 1994 thus described as watershed for inclusive education (UNESCO 2007). There is evidence from research that inclusion not only benefits those learners with disabilities but

also educates those without disabilities (Payan 2012). For example, students with special needs in inclusive schools do better academically and socially than their counter parts in non inclusive setting while regular learners on the other side reduce fear and human indifference resulting into friendships and value for mankind (Kenya Institute of Special Education [KISE], 2007; Payan, 2012).

2.3 Economic status of a family and implementation of inclusive education

Financing and supporting educational services for students with special needs is a primary concern for all education stake holders, regardless of available resources and family class as supported by Dyson & Forlin (2013). A strong relation exists between all kinds of academic variables and the family's economic status. Schmid (2010) supports that the influence of family income of parents contributed to the implementation of inclusive education. The three categories of family classes according to Coleman include: the high class families, middle class families and low class families. Each of these family classes influence implementation of inclusive education differently (Coleman & Briggs, 2007).

A study carried out by Ezewu (2008) proves that people of high economic background normally value education more than those families of low economic status. They are also likely to posses the financial means and willingness to provide their schools with the necessary learning materials including those required by learners with special needs in education. Middle class families tend to have more educational materials that support inclusive education and provide extra educational opportunities recommended by school (Entwisle and Alexander, 2014). Lower- class parents do what the school asks but little more (Lareau, 2009).

A related study carried out by Eamon (2000) justifies that children living in more economically challenged families have been noted to have more emotional problems and this is why children with special needs in education from economically stable families have shown an outstanding personality thus socialize and mingle freely with their counterparts in regular schools. A report by Isra (2008) indicates that poverty had a negative influence on the implementation of inclusive education. Economically stable families are able to support the feeding programs in schools to cater for the needs of learners with special needs in education.

2.4 Family's attitude and implementation of inclusive education

Families have a major role in the challenging and dynamic inclusion process that starts with the parents' decision to place their child in a mainstream setting (Leyser and Kirk, 2004). The literature on inclusive education ofte0n cites negative family attitude as significant barrier to implementation of inclusive education (World Bank 2004). Engaging with parents through face to face meetings can foster a deeper sense of involvement with the school and help address the family attitude (Rose and Howley 2007). Bauminger, and Alkin (2009) identified diagnosis, age, gender, and severity of disability as factors that have influenced parents' attitude towards inclusion.

Families of male learners with SENs develop positive attitude towards implementation of inclusive education (Frude, 2005). Families with learners who have mild or moderate disabilities were found supportive of inclusion while families of learners with severe and multiple disabilities appeared to be resistive due to the fact that severity of their children's disabilities overcomes any benefit from such programs or inclusive education would not be educationally appropriate to their children (Leyser & Kirk, 2004).

Antonak & Larrivee, (2005) points out that many families take learners with special needs in education to regular schools only when they are still at school going age and withdraw them from these inclusive schools when they are past the required age because they feel that these learners may be stigmatized by their peers and teachers.

2.5 Family's Religious Beliefs and implementation of inclusive education

Religion has influenced implementation of inclusive education in terms of secular practices, teachings and language (Wolterstorff, 2002). According to Islamic religion, some provisions have been made in order to pave the way for integration of children with disabilities into the mainstream schools and to move against their segregation (Joibari, 2002). Equality of biological origin should also be reflected in the implementation of inclusive education (Asad, 2010). The scholar, Gulen (2003), justifies that Islam promotes equality as the will of Almighty God and requires mutual respect of fellow human beings. Islam teaches that everyone deserves love, care, and respect, and this fact does not change when a person is impaired. In addition, the story of Julayib, as reported by Bazna and Hatab (2005) shows the extent to which the Prophet, consistent with Islamic teachings, took active steps to make the Muslim society inclusive of the weak and disadvantaged. Nobody wished to let their daughter marry the poor man who had an unpleasant physical appearance but upon the Prophet's request, a noble family gave him their daughter in marriage.

In Christianity, Walther, Chris, Korinek, Laughlin and Williams (2000) justify that, Christians acknowledges all people as created in God's image and seek to promote human flourishing through implementation of inclusive education. This idea is supported by Wolterstorff (2002). David (2006) asserts that describing someone as 'normal' or

'abnormal' is inconsistent with Christian teaching. The unhealthy emphasis on normalcy contributes to discrimination towards people with disabilities and hinders implementation of inclusive education. Eiesland (2004), notes that disability is viewed as a disease and a punishment for transgressions for sin or as an expression of God's wrath for disobedience (2 Chronicles, 26: 20). This hinders implementation of inclusive education.

Abosi (2002) justifies that the desire to avoid whatever is associated with evil in African religion has affected people's attitudes towards learners with special needs in education since disability is associated with evil. Fafunwa and Aisiku (2005), support that in spite of the negative attitude and treatment of learners with special needs in education, these learners were educated together with those considered not to have disabilities.

2.6 Parental level of education and implementation of inclusive education

Level of parents' education greatly influences the implementation of inclusive education as it influences parents' knowledge, beliefs, values and goals about child rearing (UNESCO 2009).The different levels of education include: the primary level, secondary level and college or university. According to Epstein (2002), highly educated parents make positive decisions of taking learners with special needs in education to regular schools. Holmes (2003), supports that children of more educated parents are more likely to progress further through school irrespective of their special needs in education.

Open and regular communication is crucial to implementation of inclusive education between schools, parents and the wider community for easy access to the school information in relation to inclusion and this will only apply to parents who are well educated. This is justified by Russell (2005) and Fredrickson and Cline (2002) when they

point out those parents with low level of education fail to embrace the implementation of inclusive education due to language barrier resulting to lack of confidence. In the EFA Education Forum (2004), it was noted that parents who attained higher education, value education hence send their children to inclusive schools irrespective of their disability unlike those who lack education who retained the society customs, beliefs and misconceptions of the disability in children. Lani and Hegarty (2004) justifies that, technology is a great equalizer for many people with disabilities. Technology can help create the conditions for equal opportunity to learn. Parents with higher level of education provide their disabled children with soft-ware tools designed specifically for pupils with special educational needs and may also access school website and retrieve information on inclusion unlike parents with low levels of education.

2.7 Summary of the literature review

The debate about educating learners with SENs in a normal school has turned out to be a significant global subject. However, despite the universal acceptance of inclusive education, evidence shows that a major significant contributor to the growth and successful implementation of inclusive education in schools is the meaningful engagement of families of learners with exceptional needs (Bennett, Deluca, & Bruns, 2007). The study, therefore, sought to bridge this existing gap.

2.8 Theoretical framework of the study

This study was guided by Vyogotsky theory of proximal development (1987-1998). This theory discusses learning and teaching of challenged children as a shared process in a responsive social context. According to Vyogotsky, children can perform better when they have proper assistance from the entire community. Vyogotsky advocated the process of 'scaffolding'. In this context, children with special needs in education are given

support by families and which influence the implementation of inclusive education in terms of family's economic status, family attitude, family religious beliefs and parental level of education in collaboration with the school. Vyogotsky theory was applicable in this study because when families embrace inclusive education, learners with special needs in education will realize their full potential and interact in the learning process.

2.9 Conceptual framework of the study

A conceptual framework is a model presentation where a researcher conceptualizes the relationship between variables in the study and shows the relationship graphically or diagrammatically (Orodho, 2009). Figure 2.1 shows the conceptual framework of the study.
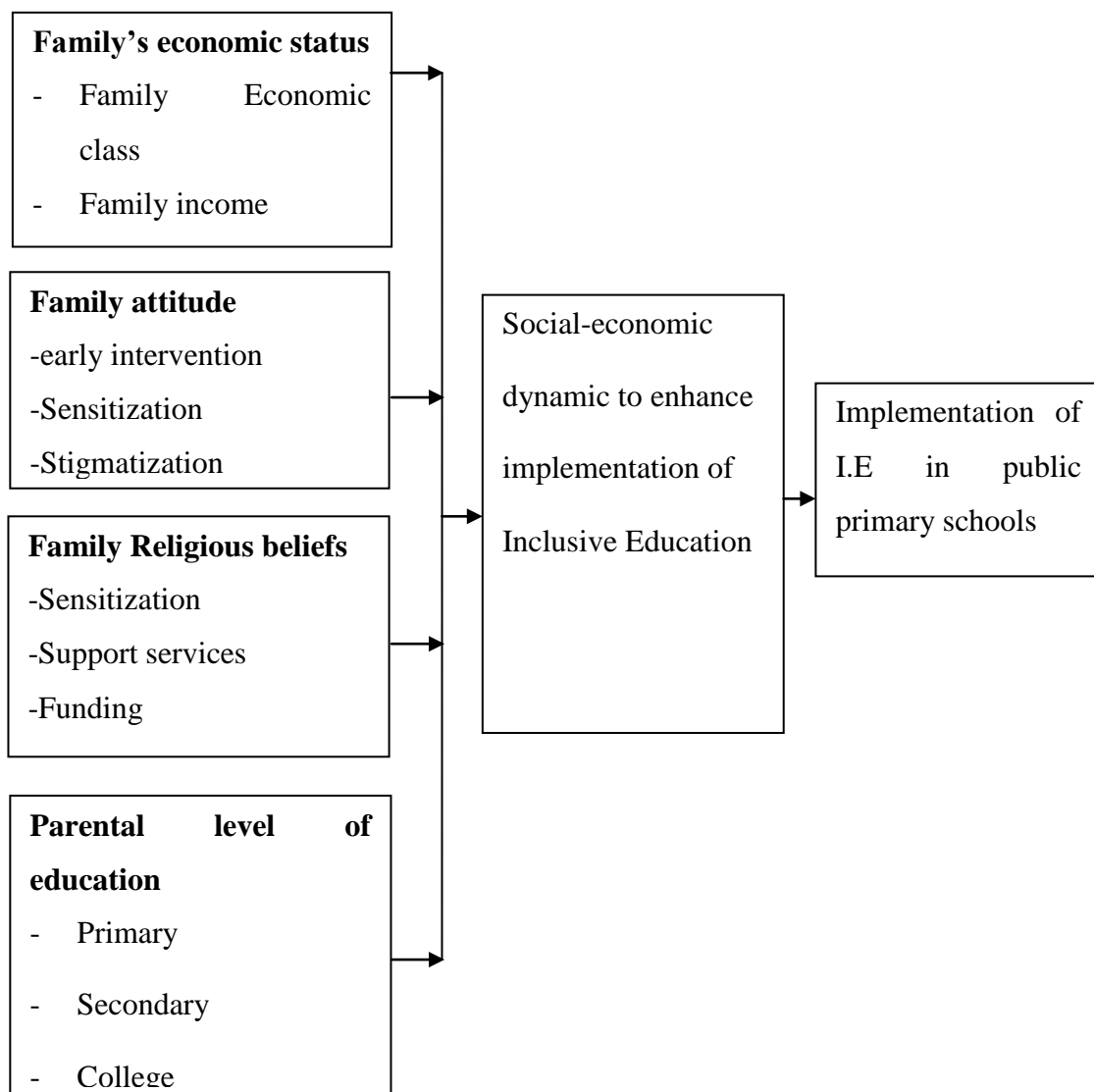
Figure 2.1 Conceptual framework

The conceptual framework above identifies the various socio-economic factors which interrelate in order to enhance the implementation of inclusive education. This conceptual framework was developed by the researcher based on the ideas from Rieser's social model of disability (2002). The independent variables in the study are the family economic status, family attitude, religious beliefs and parental level of education. The dependent variable is the implementation of inclusive education in public primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research design, target population, sample size and sampling procedure, research instruments, instrument validity, reliability of the instruments, data collection procedures, data analysis techniques and ethical considerations used in the study.

3.2 Research design

According to Orodho (2009) a research design is a scheme, an outline or plan that is used to generate answers to research problems. This study used descriptive survey design employing both qualitative and quantitative approach. Kombo and Tomp (2006) argue that descriptive survey design can be used when collecting information about people's attitudes, opinions, habits or any of the variety of education or school issues. This design enabled the researcher to gather information on influence of family related factors on implementation of inclusive education from a wide range of respondents in Rongo Sub County, summarize, present and interpret the study for the purpose of clarification.

3.3 Target population

Best and Khan (2006) define target population as any group with one or more characteristics in common that are of interest to the researcher. The target population for this study was all 42 head teachers from the 42 public primary schools offering inclusive education, all 95 pupils with special needs in education, 336 class teachers and 336 parents from the 42 schools, that is 8 class teachers and 8 parents of learners with special needs in education per school. Parents and pupils were important because they have

relevant information on family related factors influencing implementation of inclusive education. Head teachers and teachers were included because they are in direct contact with the students and participate in the implementation of Inclusive Education.

3.4 Sample size and sampling procedure

A sample is a representative proportion of the target population Mugenda and Mugenda (2003). For descriptive survey studies, a range of 20-30 percent sample is reasonable enough to draw generalizations about the target population. However, if the target population is less than 100, the researcher may consider reaching out all the members of the population (Kerlinger, 2000). Therefore, in this study, the researcher used 30% of the target population because this percentage was able to represent population characteristic which is under investigation. Simple random sampling was used to sample the 42 public primary schools which offer inclusive education. 42 head teachers, 95 pupils with special needs in education, 100 class teachers and 100 parents of learners with special needs in education from the 42 schools were further be sampled purposively since they had relevant information. That is, 2-3 class teachers and parents of learners with special needs in education per school depending on the school size.

3.5 Research instruments

To address research objectives and research questions, data was collected by the use of questionnaire for both the head teachers and teachers. The researcher also organized interview with parents of learners with special needs in education and the learners themselves since they could not have been able to understand the questionnaire. The research instruments were developed by the researcher under the guidance of the supervisors.

Questionnaires for head teachers and teachers

The researcher preferred the questionnaire since it is more consistent across the target population as same questions and statements are presented to each participant (Krathwohl, 2008). The questionnaire for head teachers was divided into sections I and II. Section I consisted of demographic information. Section II consisted of school background information and information on socio-economic factors influencing implementation of inclusive education. The questionnaire for teachers comprised two sections: Section I consisted of demographic information. Section II consisted of school background information on Inclusive Education.

Interview schedule for parents and pupils

The interview schedule was administered to the parents of learners with special educational needs and pupils with special needs in education who were able to communicate. The learners who were interviewed were from class 4-8 and of age 10-14 years. Interview schedule makes it possible to obtain data required to meet specific objectives of the study, Mugenda and Mugenda (1999). When developing an interview guide, the fixed-choice and open-ended formats of items were used to avoid limiting the respondents' response and to facilitate guidance for further clarification.

3.6 Instrument validity

Validity is the accuracy and meaningfulness of inferences, which are based on research results Mugenda and Mugenda (2003). For this study, the researcher used both face and content validity. Face validity refers to the determination that the instrument appears on face value to measure the target variable accurately. Content validity refers to the degree

of accuracy with which the instrument measures the target variable accurately. To achieve face validity of the instrument, the researcher prepared the instruments in close consultation with the supervisors and their comments and observations were integrated in the instruments before they are used to collect data.

Content validity of the research instrument was established through careful definition of the research on the basis of the reviewed literature. In addition, opinion was sought from experts in the field of investigation especially the supervisors and lecturers in the school of business. The suggestions made facilitated the necessary revision and modification of the research instrument thereby enhancing its validity. Mugenda and Mugenda (2003) noted that the usual procedure in assessing content validity of a measure is to use a professional or expert in a particular field.

3.7 Reliability of the instruments

Reliability refers to the consistency with which an instrument elicits certain expected outcomes each time it is applied to an identical sample (Mugenda & Mugenda, 2003). The researcher tested the reliability of the instrument using test re- test method during piloting. This involved: selecting schools, head teachers, teachers, parents and pupils; administering the test to the respondents and finally administering the same test to the same respondents at an interval of two weeks keeping initial conditions constant. Scores from the test- retest were then computed and correlated using Pearson Product Moment Correlation Coefficient (PPMCC) (r). According to Mugenda and Mugenda (2003), a reliability coefficient of 0.7 is recommended.

The PPMCC (r) is given by:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\left[n\sum x^2 - (\sum x)^2\right]\left[n\sum y^2 - (\sum y)^2\right]}}$$

Where n = number of pairs of scores

$\sum xy$ = sum of the products of the paired scores

$\sum X$ = sum of x scores

$\sum y$ = sum of y scores

$\sum x^2$ = sum of square x scores

$\sum y^2$ = sum of square y scores

Field (2009) contends that Cronbach's alpha value that is at least 0.70 suffices for a reliable research instrument.

The reliability was tested using Cronbach alpha to enable the researcher find out whether a respondent would provide the same score on a variable if that variable were to be administered repeatedly to the same respondent.

Table 3.1: Reliability Coefficients

Scale	Cronbach's Alpha	Number of Items
Family economic status	0.800	5
Family attitude	0.792	6
Family religious beliefs	0.723	5
Parental level of education	0.765	5

According to Gliem and Gliem (2003), reliability refers to the consistency of measurement. The study used the Cronbach (Alpha – α) model to test the reliability of the data. Cronbach's alpha was calculated by application of SPSS software for reliability analysis. Table 4.2 shows that family economic status had the highest reliability (α=0.80) followed by family attitude (α=0.792), then parental level of education (α = 0.765) and family religious beliefs (α=0.723). This illustrates that all the four scales were reliable as their reliability values exceeded the prescribed threshold of 0.7 values.

3.8 Data collection procedures

The researcher got clearance letter from the Department of Educational Administration and Planning, University of Nairobi to obtain a research permit from the National Council for Science, Technology and Innovation (NCSTI). After this, the researcher obtained an introduction letter from the Sub-County Director of Education to operate in his area. The researcher then booked appointments with head teachers of the sampled schools. On the material day, the researcher personally visited each school, created rapport with the respondents, explained to them of their expected roles in the research and administer the questionnaires. The researcher also conducted an interview to the parents and pupils.

3.9 Data analysis techniques

After data collection, the questionnaires were cross examined to ascertain their accuracy, completeness and uniformity. The collected data was then be coded and organized into different categories. Quantitative data was analyzed by use of descriptive statistics such as frequencies, percentages since they could easily be interpreted by many people and inferential statistics such as correlation analysis and chi- square for determination of influence of family economic status, family attitude, family religious beliefs and parental

level of education on implementation of inclusive education. Qualitative data from open ended questions was organized into themes and narratives related to influence of family factors on implementation of inclusive education and tabulated accordingly. The statistical packages for social sciences (SPSS) programme was used since data collected was large. This applied to all research questions. The findings were presented in form of frequency tables, figures and graphs where applicable.

3.10 Ethical considerations

Ethics may be conceptualized as a special case of norms governing individual or social action (Neuman, 2008). During the interview process, the researcher endeavored to establish rapport with the respondents with the aim of making them feel like a friend, a colleague and a partner in the exercise. The researcher also ensured that nobody gave information under duress. Privacy, confidentiality and anonymity were observed. The researcher finally showed appreciation of the respondents' participation by verbally thanking them for having taken part in the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented in line with the objectives of the study. The purpose of this study was to investigate the influence of socio-economic factors on implementation of inclusive education in public primary schools in Rongo sub –county.

4.2 Response Rate

The study sampled 42 head teachers, 95 pupils with special needs in education, 100 class teachers and 100 parents of pupils with special needs in education. The head teachers and teachers were served with questionnaires while the pupils and the parents were interviewed. From the study, 37 head teachers, 87 teachers filled in and returned the questionnaires while 90 pupils and 90 parents were interviewed contributing to a response rate of 90.2%. This was acceptable according to Mugenda and Mugenda (2003) who contends that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

Table 4.2: Response Rate

Respondents	Sampled	Response	Percentage
Head teachers	42	37	12.2
Teachers	100	87	28.6
Pupils	95	90	29.6
Parents	100	90	29.6
Total	**337**	**304**	**90.2**

4.3 Demographic Information

4.3.1 Head Teachers' Gender

The study requested the head teachers to indicate their gender. The findings were as shown by the figure 4.1.
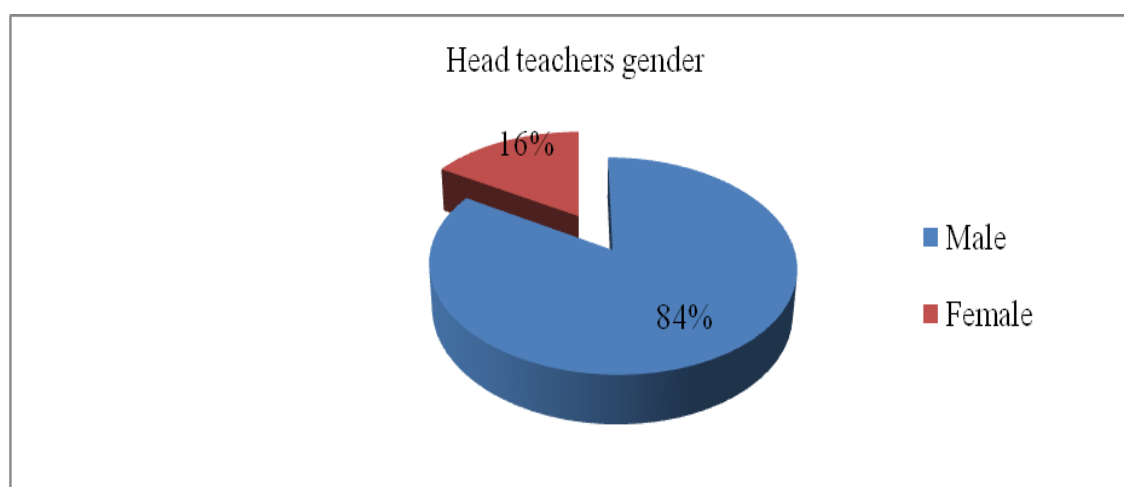
Figure 4.1: Head teachers' Gender

From the study findings, majority of the head teachers as shown by 83.3% of the head teachers were male while as 16.2% of the head teachers were female. This is depicts that there are more male head teachers in the schools.

4.3.2 Head teachers' Age

The study sought to find out the head teachers' age. The findings were as shown in the Figure 4.2.
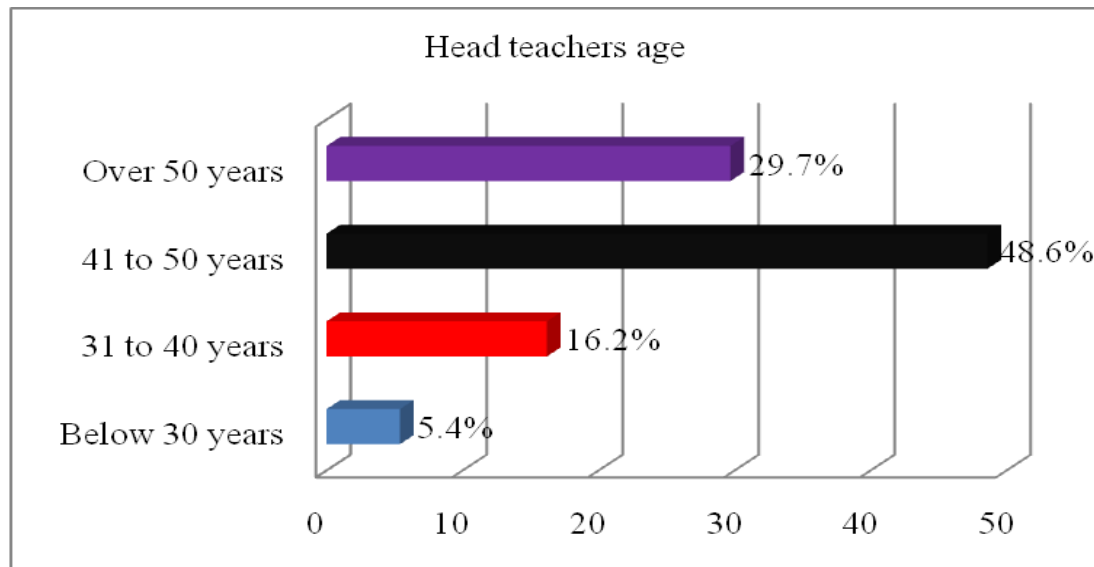
Figure 4.2: Head teachers' Age

From the study findings, most of the head teachers were aged 41 to 50 years as shown by 48.6% of the head teachers, 29.7% of the head teachers were over 50 years, 16.2% of the head teachers were 31 to 40 years whereas 5.4% of the head teachers were below 30 years.

The study sought to find out the pupils' age. The findings were as shown in the Table 4.3.

Table 4.3: Pupils' Age

Age	Frequency	Percentage
10 yrs	13	14.4
11yrs	16	17.8
12yrs	21	23.3
13yrs	23	25.6
14yrs	17	18.9
Total	**90**	**100.0**

From the research findings, most of the pupils interviewed as shown by 25.6% of the pupils were 13 years, 23.3% of the pupils were 12 years, 18.9% of the pupils were 14 years. 17.8% of the pupils were 11 years, whereas 14.4% of the pupils were 10 years old. This shows that the pupils interviewed were between 10 to 14 years as targeted.

The study further sought to find out the pupils' current class and therefore requested the pupils to indicate their classes. The findings were as shown in the Table 4.4.

Table 4.4: Pupils' Classes

Class	Frequency	Percentage
4	15	16.7
5	16	17.8
6	18	20.0
7	21	23.3
8	20	22.2
Total	**90**	**100.0**

From the study findings, 23.3% of the pupils were from class seven (7), 23.3% of the pupils were from class eight (8), 20% of the pupils were from class six (6), 17.8% of the pupils were from class five (5) and 16.7% of the pupils were from class four (4). This shows that all the targeted classes four, five, six, seven and eight were well represented. The study also sought to find out the parents ages. The findings are shown in the Figure 4.3.
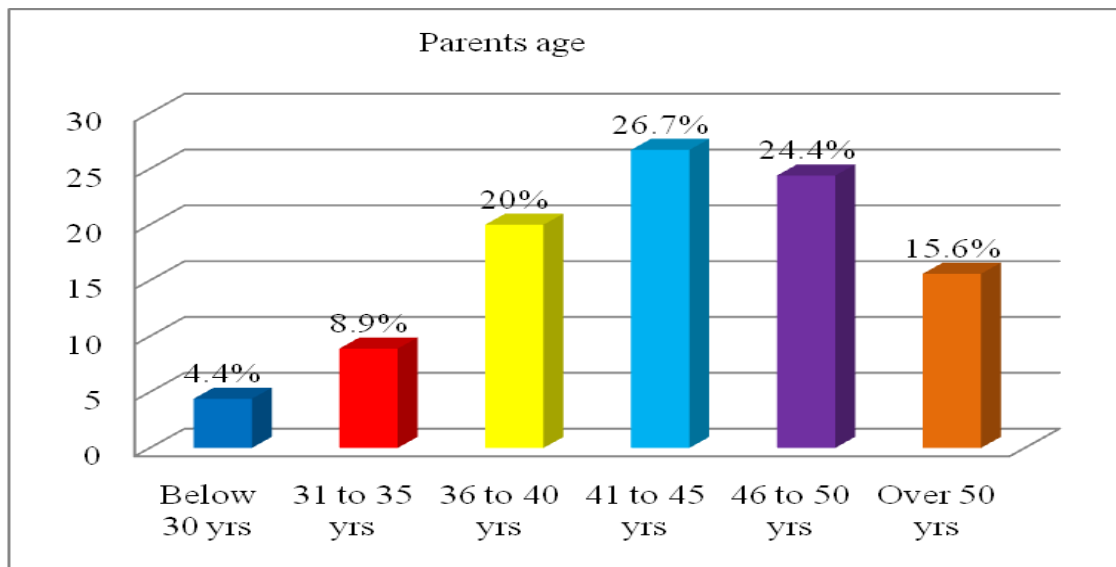
Figure 4.3: Parents' Ages

From the study findings, most of the parents were aged 41 to 45 years as shown by 26.7% of the parents, 24.4% of the parents were aged 46 to 50years, 20% of the parents were aged 36 to 40 years, 15.6% of the parents were aged over 50 years, 8.9% of the parents were aged 31 to 35 years while 4.4% of the parents were aged below 30 years. From the study findings Majority of the parents interviewed were between the ages of 36 to 50 years.

4.3.3 Head Teachers' highest academic qualifications

The study sought to find out head teachers' highest academic qualification. The findings are shown in the Figure 4.4
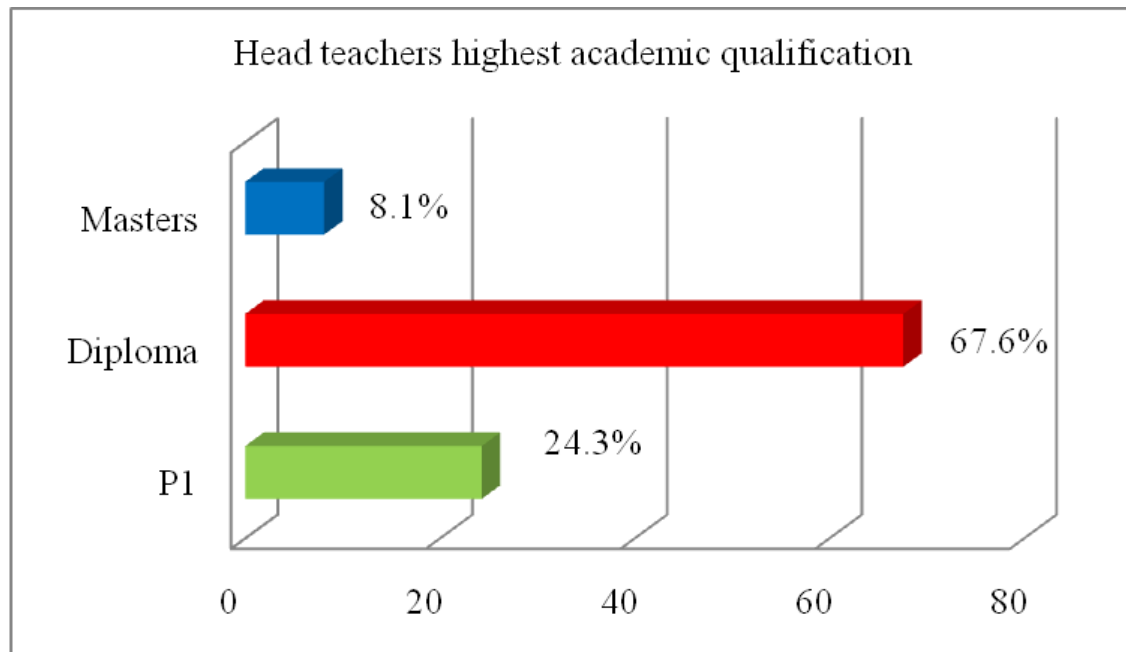
Figure 4.4: Head teachers' highest academic qualification

From the study findings, majority of the head teachers as shown by 67.6% of the head teachers had Diploma, 24.3% of the head teachers had P1 whereas 8.1% of the head teachers had masters. This implies that the head teachers were literate to easily respond to the questions asked by the study.

4.3.4 Teachers' gender

The study sought to find out the teachers' gender. The findings are as presented in the Figure 4.5.
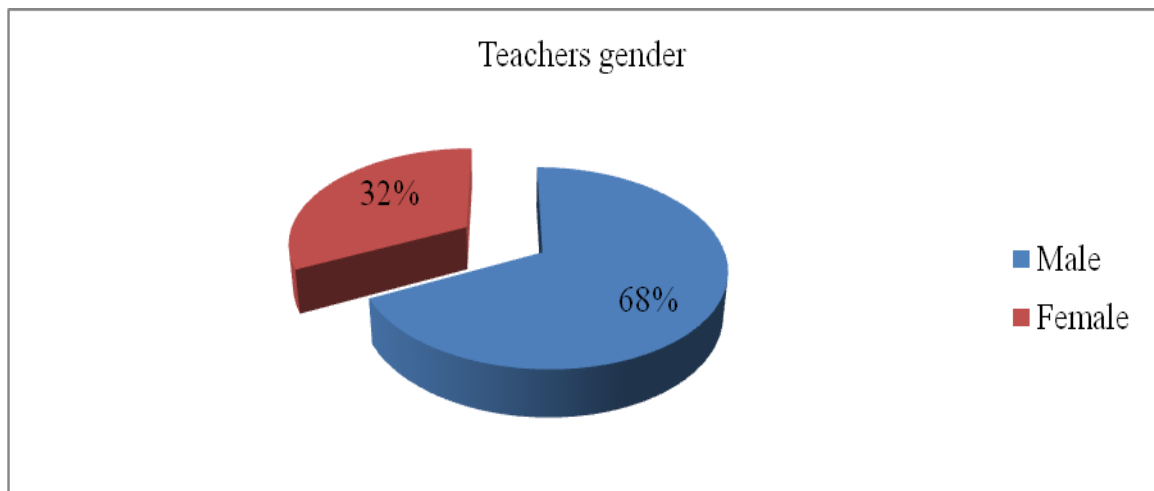
Figure 4.5: Teachers' Gender

4.3.5 Teachers' highest academic qualification

The study requested the teachers to indicate their highest academic qualification. The findings are shown in the Figure 4.6
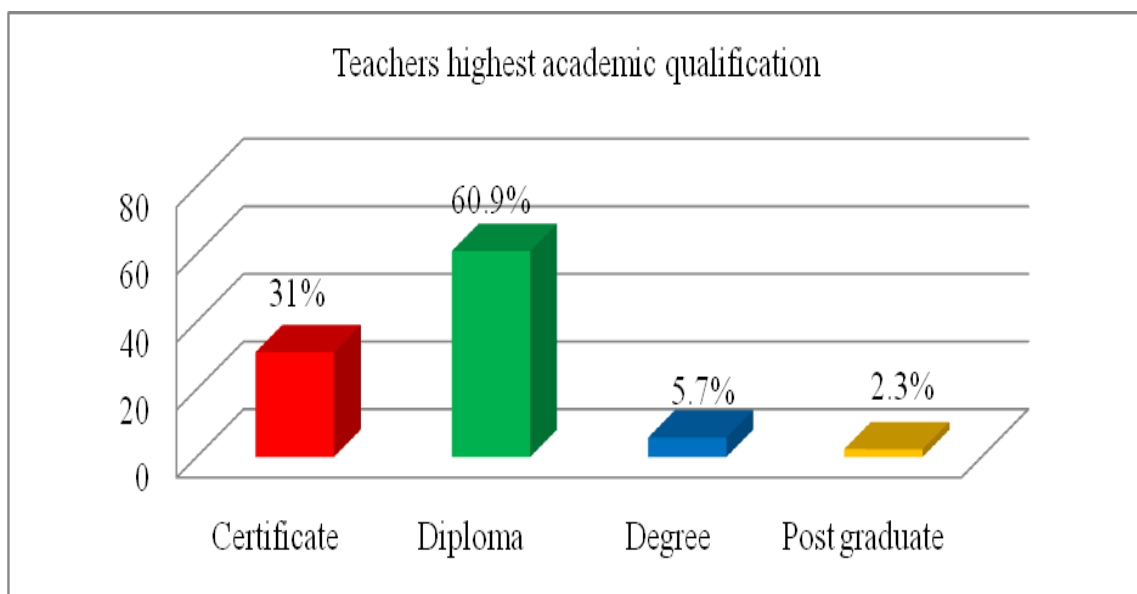
Figure 4.6: Teachers' highest academic qualification

From the findings, 60.9% of the teachers indicated diploma, 31% of the teachers indicated certificate/P1, 5.7% of the teachers indicated degree whereas 2.4% of the teachers

indicated post graduate. This implies that the teachers were well educated to understand and respond to the questions.

The study sought to find out the period which the teachers had been in the service. From the findings most of the teachers indicated to have been in the service for a period between 10 to 20 years, others indicated a period below 10 years while a few indicated a period above 20 years. This implies that the teachers had been in the service for a period enough to easily respond to the questions.

The study as well requested the teachers to indicate whether they have attended any in-service course concerning inclusive education. From the study findings 71% of the teachers indicated not to have attended any in-service course concerning inclusive education and 29% indicated to have attended any in-service course concerning inclusive education. This shows that most of the teachers have not attended any in-service course concerning inclusive education.

4.4. Family's economic status on implementation of inclusive education

The study requested the head teachers to indicate the categories of learners with special needs in education are in their school. From the study findings the categories of learners with special needs in education in the school as mentioned by the head teachers were; physically handicapped, hearing impaired, mentally impaired and visually impaired categories.

The study sought to find out the family's income of learners with special needs in education. The findings are shown in the Table 4.5

Table 4.5: Head teachers' rating on the family income

Rating on the family income	Frequency	percentage
Average	8	21.6
Poor	17	46.0
Very poor	12	32.4
Total	**37**	**100.0**

From the study findings, most of the family's income was poor as shown by 46% of the head teachers, 32.4% of the head teachers indicated that it was very poor whereas 21.6% of the head teachers rated the family's income as average. This implies that the family's income of learners with special needs in education was poor.

The study further requested the head teachers to state whether learners' family income have an influence on the implementation of inclusive education. The findings are shown in the Table 4.6

Table 4.6: Family income influence on the implementation of inclusive education

Influence of Family income	Frequency	Percentage
Yes	36	97.3
No	1	2.7
Total	**37**	**100.0**

The study found that majority of the head teachers as shown by 97.3% of the head teachers were on the opinion that learners' family income has an influence on the implementation of inclusive education whereas 2.7% of the head teachers were on the contrary opinion. This implies that learners' family income have an influence on the implementation of inclusive education. This is in support of Schmid (2010) who found

that that the influence of family income of parents contributed to the implementation of inclusive education.

The study requested the teachers to indicate whether they agree that poor families are financially constrained which prevent them from embracing the implementation of inclusive education. The findings are shown in the Table 4.7.

Table 4.7: Whether Poor families are financially constrained

Poor families financially constrained	Frequency	Percentage
Yes	80	92.0
No	7	8.0
Total	**87**	**100.0**

From the findings, 92% of the teachers agreed that poor families are financially constrained which prevents them from embracing the implementation of inclusive education whereas 8% of the teachers were of the contrary opinion. This implies that poor families are financially constrained which prevents them from embracing the implementation of inclusive education. Antonak & Larrivee, (2005) found that out that many families take learners with special needs in education to regular schools only when they are still at school going age and withdraw them from these inclusive schools.

On the need to assess the family's' economic status, the study requested the parents to rate their income. The findings are shown in the Table 4.8.

Table 4. 8: Parents' response on their income

Parents' Income	Frequency	Percentage
High	3	3.3
Average	23	25.6
Low	64	71.1
Total	**90**	**100.0**

From the study findings, majority of the parents interviewed as shown by 71.1% of the parents rated the family income as low.25.6% of the parents rated their income as average while only 3.3% of the parents rated their family income as high. This implies that family income was low. They also noted that family income influences the educational support of the child with special need in education and more so to a great extent.

The study requested the pupils to rate their family financially. The findings are shown in the Table 4.9.

Table 4.9: Pupils' rating on family finances

Family finances	Frequency	Percentage
Average	14	15.6
Poor	46	51.1
Very poor	30	33.3
Total	**37**	**100.0**

From the study findings, majority of the pupils as shown by 51.1% of the pupils rated their family financially as poor, 33.3% of the pupils rated their family financially as very poor whereas 15.6% of the pupils rate their family financially as average. This implies that most of the pupils' families were financially poor. The study further requested the

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pupils to indicate the kind of house they live in. 82% of the pupils indicated to live in mud houses while only 18% lived in stone houses.

4.5 Family attitude towards implementation of inclusive education

The study sought to find out the stage in which intervention of learners with special needs in education is done. The findings are shown in the Table 4.10.

Table 4.10: Stage of intervention of learners with special needs in education

Stage of intervention	Frequency	Percentage
Early	11	29.7
late	26	70.3
Total	**37**	**100.0**

From the findings, 70.3% of the head teachers were of the opinion that intervention of learners with special needs in education is done at a late stage while 29.7% of the head teachers were of the opinion that the intervention of learners with special needs in education is done at an early stage. This implies that the intervention of learners with special needs in education is done at a late stage.

The study further sought to find out how the interaction between learners with special needs in education and those without special needs in education is in the schools. The findings are shown in the Table 4.11.

Table 4.11: Interaction between learners with special needs in education

Learners' Interaction	Frequency	Percentage
Good	4	10.8
Poor	20	54.1
Very poor	13	35.1
Total	**37**	**100.0**

From the study findings, majority of the head teachers as shown by 54.1% of the head teaches rated the interaction between learners with special needs in education and those without special needs in education is in the schools as poor, 35.1% of the head teachers indicated it was very poor while 10.8% of the head teachers noted that it was good. This is an implication that the interaction between learners with special needs in education and those without special needs in education is in the schools was poor.

The study requested the parents to rate the early intervention of learners with special needs in education. The findings are shown in the Table 4.12.

Table 4.12: Early intervention of learners with special needs in education

Early intervention	Frequency	Percentage
Good	6	6.7
Poor	84	93.3
Total	**90**	**100.0**

From the study findings majority of the parents as shown by 93.3% of the parents interviewed rated the early intervention of learners with special needs in education as poor whereas 6.7% of the parents rated the early intervention of learners with special

needs in education as good. This implies that the early intervention of learners with special needs in education was poor.

The study further sought to find out the number of parents who are sensitized on education of their children. The findings are shown in the Table 4.13.

Table 4.13: Sensitization of parents on education of their children

Sensitization of parents	Frequency	Percentage
Few	12	13.3
Very few	78	86.7
Total	**90**	**100.0**

From the study findings majority of the parents as shown by 86.7% of the respondents were of the opinion that very few parents are sensitized on education of their children while 13.3% of the respondents were of the opinion that a few parents are sensitized on education of their children. This implies that most of the parents of learners with special needs in education are never sensitized on education of their children.

The study sought to find out whether the child with special educational needs ever experienced stigmatization. The findings are shown in the Table 4.14.

Table 4.14: Parents' responses on children stigmatization

Stigmatization	Frequency	Percentage
Yes	79	87.8
No	11	12.2
Total	**90**	**100.0**

From the study findings majority of the parents as shown by 87.8% of the parents were of the opinion that their children with special educational needs experienced stigmatization whereas only 12.2% were of the contrary opinion. This is to imply that most of the children with special educational needs had experienced stigmatization.

The study sought to find out how stigmatization of learners with special needs in the school affected their education and thus requested the respondents to give their suggestions. From the findings, the head teachers indicated that the schools should sensitize the other pupils in schools on disability. The schools should also give equal opportunities for all the pupils without discriminating the pupils with special education needs.

The study sought to find out whether learners with special needs in education in the classes ever experienced discrimination. The findings are shown in the Table 4.15.

Table 4.15: Teachers' response on discrimination of learners

Discrimination of learners	Frequency	Percentage
Yes	78	89.7
No	9	10.3
Total	**87**	**100.0**

From the findings, majority of the teachers as shown by 89.7% of the teachers were of the opinion that learners with special needs in education in the classes experienced discrimination whereas 10.3% of the teachers were of the contrary opinion. This is an implication that the interaction between learners with special needs in education and those without special needs in education is in the schools was poor.

The study further requested the teachers to rate early intervention of learners with special needs in education. The findings are shown in the Table 4.16.

Table 4.16: Teachers' Rating on early intervention of learners

Early intervention of learners	Frequency	Percentage
Very good	2	2.3
good	14	16.1
poor	71	81.6
Total	**87**	**100.0**

From the findings, majority of the teachers as shown by 81.6% of the teachers indicated that it was poor, 16.1% of the teachers indicated that it was good whereas only 2.3% of the teachers were of the opinion that it was very good. This implies that early intervention of learners with special needs in education was poor.

The study further requested the teachers to rate stigmatization of learners with special needs in education in the classes. The findings are shown in the Table 4.17.

Table 4.17: Teachers responses on Stigmatization

Stigmatization of learners	Frequency	Percentage
High	66	75.9
Average	14	16.1
Low	7	8.0
Total	**87**	**100.0**

From the findings, majority of the teachers as shown by 75.9% of the teachers rated stigmatization of learners with special needs in education in classes as high, 16.1% of the

teachers as average whereas only 8% of the teachers rated Stigmatization of learners with special needs in education in classes as low. This implies that Stigmatization of learners with special needs in education in classes was high.

The study requested the pupils to indicate whether they ever experienced discrimination from learners without special needs in education. The findings are shown in the Table 4.18.

Table 4.18: Pupils' with special needs in education responses on discrimination

Discrimination of Pupils' with special needs in education	Frequency	percentage
Yes	78	86.7
No	12	13.3
Total	**90**	**100.0**

From the findings, majority of the pupils as shown by 86.7% of the pupils responses noted that they experience discrimination from learners without special needs in education while as only 13.3% of the pupils were of the contrary opinion. This depicts that the pupils experienced discrimination from learners without special needs in education.

The study sought to find out the rating of other challenges faced in school by the pupils with special education needs apart from the discrimination. The findings are shown in the Table 4.19.

Table 4.19: Challenges faced in school by the pupils with special education needs

Challenges faced in school	Frequency	percentage
High	55	61.1
Low	27	30.0
Very Low	8	8.9
Total	**90**	**100.0**

From the findings, majority of the pupils as shown by 61.1% of the pupils rated the other challenges they faced in school apart from discrimination as high, 30% of the pupils as low while 8.9% of the pupils as very low. This implies that other challenges faced in school by the pupils with special education needs apart from discrimination were high.

The study sought to find out other challenges faced by the pupils in school apart from discrimination. From the findings, other challenges include; the pupils are not taught in a manner that acknowledges their disability, are exposed to the same curriculum regardless of their disabilities, as well as negative attitudes and stereotypes.

The study sought to find out the general relationship between the pupils and other learners without special needs in education. The findings are shown in the Table 4.20.

Table 4.20: The relationship between the pupils and other learners

Relationship between the pupils and other learners	Frequency	percentage
Good	3	3.4
Poor	58	64.4
Very Poor	29	32.2
Total	**90**	**100.0**

From the study findings majority of the pupils as shown by 64.4% of the pupils revealed that the general relationship between them and other learners without special needs in education was poor, 32.2% of the pupils indicated very poor whereas only 3.4% of the pupils indicted good. This implies that the general relationship between the pupils and other learners without special needs in education was poor.

The study requested the pupils to indicate the age at which their parents took them to school. The findings are shown in the Table 4.21.

Table 4.21: Pupils' age at which they were taken to school

Age at which pupils were taken to school	Frequency	percentage
Early	6	6.7
Late	66	73.3
Very late	18	20.0
Total	**90**	**100.0**

From the study findings, majority of the pupils as shown by 73.3% of the pupils were taken to school late, 20% of the pupils were taken to school very late while only 6.7% of the pupils were taken to school early. This implies that most of the pupils were taken to school late.

The study requested the pupils to state whether pupils with special needs in education in the school are sensitized on their special needs in education. The findings are shown in the Table 4.22.

Table 4.22: Pupils sensitization on their special needs in education

Pupils' sensitization	Frequency	percentage
Yes	9	10.0
No	81	90.0
Total	**90**	**100.0**

The study findings reveal that majority of the pupils as shown by 90% of the pupils, were of the opinion that the pupils were not sensitized on their special needs in education while 10% off the pupils were of the contrary opinion. This reveals that pupils with special needs in education in the school were rarely sensitized on their special needs in education.

To minimize stigmatization of learners with special needs in education respondents suggested that school counselors should be positioned to take the lead in their buildings to ensure that these students have positive school experiences, develop skills for future academic and career success, develop social skills, and enjoy emotional health. A number of programs could be initiated in an effort to address the training needs of school personnel and to facilitate positive interactions among all students.

Stigmatization according to the respondents could also be reduced by including children with disabilities, not only have access to schooling within their own community, but that they are provided with appropriate learning opportunities to achieve their full potential. However, it is also essential that parents, children and communities are supported to change their attitudes and understanding of why inclusion matters.

4.6 Family's religious beliefs towards implementation of inclusive education

The study requested the head teachers to rate the influence of family's religious beliefs towards implementation of inclusive education in their school. The findings are shown in the Table 4.23.

Table 4.23: Family's religious beliefs influence on implementation

Family's religious beliefs	Frequency	Percentage
Very high	14	37.8
High	20	54.1
Low	2	5.4
Very low	1	2.7
Total	**37**	**100.0**

The influence of family's religious beliefs towards implementation of inclusive education is high as shown by 54.1% of the head teachers, very high as shown by 37.8% of the head teachers, low as shown by 5.4% of the head teachers and very low as shown by 2.7% of the head teachers. This implies that the influence of family's religious beliefs towards implementation of inclusive education is high. This concurs with Abosi (2002) who justifies that the desire to avoid whatever is associated with evil in African religion has

affected people's attitudes towards learners with special needs in education since disability is associated with evil.

The study requested the teachers to indicate the influence of family's religious beliefs of learners with special needs in education towards implementation of inclusive education. The findings are in the Table 4.24.

Table 4.24: Teachers' responses on the influence of family's religious beliefs

Response	Frequency	Percentage
Very high	20	23.0
High	60	69.0
Low	5	5.7
Very low	2	2.3
Total	**87**	**100.0**

From the study findings, majority of the teachers as shown by 69% of the teachers were of the opinion that the influence of family's religious beliefs of learners with special needs in education towards implementation of inclusive education is high, 23% of the teachers indicated it was very high, 5.7% of the teachers indicated it was low while as only 2.3% of the teachers rated it as very low. This clearly implies that the influence of family's religious beliefs of learners with special needs in education towards implementation of inclusive education was high. Eiesland (2004) notes that disability is viewed as a disease and a punishment for transgressions for sin or as an expression of God's wrath for disobedience. The view of disability as a disease and a punishment hinders implementation of inclusive education.

The study sought to find out whether religion sensitizes community on education of learners with special needs. The table below shows the teachers responses.

Table 4.25: Teachers' responses on Community sensitization on education of learners with special needs

Community sensitization	Frequency	Percentage
No	58	66.7
Yes	29	33.3
Total	**87**	**100.0**

From the findings, majority of the teachers as shown by 66.7% of the teachers were of the opinion that religions does not sensitize community on education of learners with special needs while as 33.3% of the teachers were of the contrary opinion. This implies that religions do not sensitize community on education of learners with special needs.

The study requested the parents to rate the funding of religions towards the education of learners with special needs in education. The findings are shown in the table 4.26 below.

Table 4.26: Religions funding towards the education of learners with special needs in education

Level of Religions funding	Frequency	Percentage
Average	3	3.4
Low	38	42.2
Very low	49	54.4
Total	**90**	**100.0**

From the study findings, majority of the parents as shown by 54.4% of the parents interviewed rated the funding of religions towards the education of learners with special needs in education as very low, 42.2% of the parents rated the funding of religions towards the education of learners with special needs in education as low while as 3.4% of the parents rated the funding of religions towards the education of learners with special needs in education as average. This implies that the funding of religions towards the education of learners with special needs in education was very low.

The study sought to find out whether apart from funding, whether religions offer other support services for learners with special needs in education. The findings are shown in the Table 4.27.

Table 4.27: Parents responses on Religions support services for learners with special needs in education

Religious support services	Frequency	Percentage
Yes	26	28.9
No	64	71.1
Total	**90**	**100.0**

From the study findings, majority of the parents as shown by 71.1% of the parents were of the opinion that apart from the funding religions do not offer other support services for learners with special needs in education whereas 28.9% of the parents were of the contrary opinion. This implies that religions do not offer other support services for learners with special needs in education.

The study sought to find out whether religion offer support service towards pupils education. The findings are shown in the Table 4.28.

Table 4.28: Pupils' with special needs in education responses on support services from religion

Support service from religion	Frequency	Percentage
Yes	25	27.8
No	65	72.2
Total	**90**	**100.0**

From the study findings, majority of the pupils indicated that religion does not offer support services towards pupils' education as shown by 72.3% of the pupils whereas 27.8% of the pupils were of the contrary opinion. This implies most pupils do not get religion support services towards their education.

The study further requested the pupils to rate the extent of benefits of their religion towards their education. The findings are shown in the Table 4.29.

Table 4.29: Benefits of religion towards pupils' education

Level of Benefits of religion	Frequency	Percentage
High	4	4.4
Low	56	62.3
Very low	30	33.3
Total	**90**	**100.0**

From the study findings majority of the pupils as shown by 62.3% of the pupils rated the benefits as low, 33.3% of the pupils rated the benefits as very low while as only 4.4% of the pupils rated the benefits as high. This depicts that the benefits of religion towards pupils' education were low.

4.7 Parental level of education towards implementation of inclusive education

The study requested the Head teacher's to indicate the educational level of parents of learners with special educational needs in their school. The findings are shown in the Table 4.30.

Table 4.30: Head teachers' responses on parents' educational level

Parents' educational level	Frequency	Percentage
Average	6	16.2
Low	18	48.6
Very low	13	35.2
Total	**37**	**100.0**

From the study findings, most of the head teachers rated the educational level of parents of learners with special educational needs in their school as low, 35.2% rated it as very low whereas 16.2% of the head teachers rated it as average. This shows that educational level of parents of learners with special educational needs in their school was low.

The study further requested the head teachers to indicate whether the level of education of parents of learners with special needs in education in their school has influence on the implementation of inclusive education.

Table 4.31: Head teacher's response on influence of parents' level of education

Influence of parents' level of education	Frequency	Percentage
Yes	28	75.7
No	9	24.3
Total	**37**	**100.0**

From the study findings, 75.7% of the head teachers were of the opinion that level of education of parents of learners with special needs in education in their school has influence on the implementation of inclusive education whereas 24.3% of the head teachers were of the contrary opinion. This implies that level of education of parents of learners with special needs in education in their school has influence on the implementation of inclusive education. Similar to the findings, UNESCO (2009) justifies that level of parents' education greatly influences the implementation of inclusive education as it influences parents' knowledge, beliefs, values and goals about child rearing.

The study requested the teachers to rate education level of the parents of pupils with special needs in education. The findings are shown in the Table 4.32.

Table 4.32: Teachers rating on the parents' educational level

Parents' educational level	Frequency	Percentage
Average	8	9.2
Low	58	66.7
Very low	21	24.1
Total	**87**	**100.0**

From the study findings, majority of the teachers as shown by 66.7% of the teachers rated the educational level of parents of learners with special needs in education as low, 24.1% of the teachers as very low whereas 9.2% of the teachers as average. This implies that the educational level of parents of pupils with special needs in education was low.

Teacher's opinion on whether they support that educated parents of learners with special needs in education in your class embrace the implementation of inclusive education.

Table 4.33: Teachers responses on educated parents embracement on the implementation

Educated parents embracement on the implementation	Frequency	Percentage
Yes	78	89.7
No	9	10.3
Total	**87**	**100.0**

Majority of the teachers as shown by 89.7% of the teachers supported that educated parents of learners with special needs in education in their class embrace the implementation of inclusive education whereas 10.3% of the teachers were of the contrary opinion. Majority of the teachers indicated that educated parents of learners with special needs in education in their class embrace the implementation of inclusive education to a large extent implying that educated parents of learners with special needs in education in the class embrace the implementation of inclusive education.

The study further requested the teachers to rate parental involvement towards education of learners with special needs in education. The findings are shown in the Table 4.34.

Table 4.34: Teachers responses on parental involvement towards education learners with special needs in education

Level of Parental involvement	Frequency	Percentage
Very high	3	3.4
High	8	9.2
Low	55	63.2
Very low	21	24.2
Total	**87**	**100.0**

From the study findings majority of the teachers as shown by 63.2% of the teachers rated parental involvement towards education of learners with special needs in education as low, 24.2% of the teachers rated the involvement as very low, 9.2% of the teachers rated the involvement as high whereas only 3.4% of the teachers rated the involvement as very high. This implies that parental involvement towards education of learners with special needs in education is low.

The study requested the pupils to indicate their patents level of education. On the level of education, most of the learners interviewed noted that their parents had low education levels as most of them had only primary education while other had no formal education.

The study further requested the pupils to indicate the extent to which their parent's level of education had influence on their learning as learners with special needs in education. The findings are shown in the Table 4.35.

Table 4.35: Pupils' response on the influence of parents' education level

Influence of parents' education level	Frequency	Percentage
Very high	32	35.6
High	55	61.1
Low	3	3.3
Total	**90**	**100.0**

From the study fin dings majority of the pupils as shown by 61.1 % of the pupils were of the opinion that their parent's level of education has influence on their learning to a high extent, 35.6% to a very high extent and only 3.3% of the pupils to a low extent. This implies that the pupils' parent's level of education has an influence on their learning as a learner with special needs in education to high extent.

The study requested the parents to reveal their highest level of education. From the study findings, majority of the parents noted to have only the primary education, a few had secondary education and very few had college level as their highest level of education.

The study further requested the parents to state how the level of education helped them on how to meet educational needs of their child with special needs in education. From the study findings the educated parents noted that they were able to make positive decisions of taking learners with special needs in education to schools and they value education hence send their children to inclusive schools irrespective of their disability as opposed to the uneducated parents who indicated not to value education for the disable children.

The study further requested the parents to rate the benefits of inclusive education towards learners with special needs in education. The findings are shown in the Table 4.36.

Table 4.36: Parents responses on benefits of inclusive education

Benefits of inclusive education	Frequency	Percentage
High	14	15.6
Low	30	33.3
Very Low	46	51.1
Total	**90**	**100.0**

From the study findings, majority of the parents as shown by 51.1% of the parents were of the opinion that the benefits of inclusive education towards learners with special needs in education were very low, 33.3% of the parents rated the benefits of inclusive education towards learners with special needs in education as low while only 15.6% of the parents rated the benefits of inclusive education towards learners with special needs in education as high. This implies that benefits of inclusive education towards learners with special needs in education were very low.

The study further requested the parents to indicate whether they involve themselves in any school activity related to learners with special needs in education. From the study findings, majority of the parents note that they do involve themselves in any school activity related to learners with special needs in education.

The study finally requested the parents to suggest what should be done by the school to improve on the implementation of inclusive education. From the study findings, the parents suggested that the school should embark more on creating awareness of the need

for inclusive education. All the pupils should as well be sensitized and encouraged to support each other without discrimination.

The parents note that Non-governmental organizations should work closely with education institutions in supporting the Ministry of Education's Kenya Integrated Education Programme which is working to build capacity in the government education system to identify and include children with disabilities in mainstream education amongst other activities.

Government of Kenya should develop national plans to extend inclusive education for children with disabilities, including detailed targets, strategies for improving access and learning achievement, and comprehensive plans for providing financing and training teachers.

The respondent further suggested that a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware such children should attend school, and should be part of mainstream classes. This is important to begin to break down the discrimination and division within society. Creating parent groups within schools, child-to-child groups and activities and community groups also will make inclusion more likely to happen and to be sustained.

4.8 Correlation analysis

The researcher conducted a Pearson correlation between implementation of inclusive education and family's economic status, family's attitude, family's religious beliefs and parental level of education.

Table 4.37: Correlation analysis

		implementation of inclusive education	family's economic status	family's attitudes	family's religious beliefs	parental level of education
implementation of inclusive education	Pearson Correlation	1	.538**	-.469**	-.370**	.452**
	Sig. (2-tailed)		0.000	0.001	0.000	0.000
	N	124	124	124	124	124
family's economic status	Pearson Correlation	.538**	1			
	Sig. (2-tailed)	0.000				
	N	124	124	124	124	124
family's attitudes	Pearson Correlation	-.469**		1		
	Sig. (2-tailed)	0.001				
	N	124	124	124	124	124
family's religious beliefs	Pearson Correlation	-.370**	.		1	
	Sig. (2-tailed)	0.000				
	N	124	124	124	124	124
parental level of education	Pearson Correlation	.452**				1
	Sig. (2-tailed)	0.000				
	N	124	124	124	124	124

The study found there was a strong positive relationship between family's economic status practices and implementation of inclusive education as shown by a correlation coefficient of 0.538. The study found there was a weak positive relationship between parental level of education and implementation of inclusive education as shown by a correlation coefficient of 0.452. The study further found there was a strong negative relationship between family's attitude and implementation of inclusive education as shown by a correlation coefficient of -0.469. Finally the study found out there was a

strong negative relationship between family's religious beliefs and implementation of inclusive education as shown by a correlation coefficient of -0.370.

4.9 Chi- square Testing

The researcher conducted chi- square testing for determination of influence of family economic status, family attitude, family religious beliefs and parental level of education on implementation of inclusive education.

Table 4.38: Chi- Square testing for family's Economic status and implementation of inclusive education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.901	124	.031

The Pearson Chi-square Value was 5.901 and the associated P- value (Asymptote Significant Value) was 0.031. The p- value of 0.031 is less than 0.05. A conclusion can therefore be drawn that there was a relationship between family's economic status and implementation of inclusive education.

Table 4.39: Chi- Square testing for family's attitude towards implementation of inclusive education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.231	124	.033

The Pearson Chi-square Value was 4.231 and the associated P- value (Asymptote Significant Value) was 0.033. The p- value of 0.033 is less than 0.05. A conclusion can therefore be drawn that there was a relationship between family's attitudes towards implementation of inclusive education.

Table 4.40: Chi- Square testing for family's religious beliefs and implementation of inclusive education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.024	124	.026

The Pearson Chi-square Value was 11.024 and the associated P- value (Asymptote Significant Value) was 0.026. The p- value of 0.026 is less than 0.05. A conclusion can therefore be drawn that there was a relationship between family's religious beliefs and implementation of inclusive education.

Table 4.41: Chi- Square testing for parental level of education and implementation of inclusive education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.524	124	.022

The Pearson Chi-square Value was 16.524 and the associated P- value (Asymptote Significant Value) was 0.022. The p- value of 0.022 is less than 0.05. A conclusion can therefore be drawn that there was a relationship between parental level of education and implementation of inclusive education.

4.10 Discussion of findings

The study findings revealed that the categories of learners with special needs in education in the public primary schools were; physically handicapped, hearing impaired, mentally impaired and visually impaired categories. This was reported by both the head teachers and the parents. The study found out that family's income of learners with special needs in education was poor as was noted by the head teachers, the teachers, the parents and the

pupils. Majority of the respondents agreed that learners' family income has an influence on the implementation of inclusive education.

Poor families were financially constrained which prevents them from embracing the implementation of inclusive education. Majority of the pupils indicated to live in mud houses while only a few lived in stone houses implying that their family's economic status were low. The findings concur with Isra (2008) who found that poverty had a negative influence on the implementation of inclusive education. Ezewu (2008) opines that people of high economic background normally value education more than those families of low economic status.

From the findings, the intervention of learners with special needs in education was done at a late stage and pupils with special needs in education in the school were rarely sensitized on their special needs in education. Most of the pupils were taken to school late. The study further find out that the interaction between learners with special needs in education and those without special needs in education is in the schools was poor. The parents rated the early intervention of learners with special needs in education as poor and most of the parents of learners with special needs in education are never sensitized on education of their children. From the findings, learners with special needs in education in the classes experienced discrimination and the interaction between learners with special needs in education and those without special needs in education is in the schools was poor.

From the findings, Stigmatization of learners with special needs in education in classes was high. The relationship between them and other learners without special needs in education was found to be poor as well. Furthermore the study found that other

challenges faced in school by the pupils with special education needs apart from discrimination were high. Thus family's attitude towards children with special needs was found to influence the implementation of inclusive education in public primary schools. In line with these findings, Antonak & Larrivee, (1995) points out that many families take learners with special needs in education to regular schools only when they are still at school going age and withdraw them from these inclusive schools later on when they are past the required age because they feel that these learners may be stigmatized by their peers and teachers.

On how stigmatization of learners with special needs in the school affected their education and thus requested the respondents to give their suggestions. From the findings, the head teachers indicated that the stigmatization makes the learners with special education needs lower their self esteem, they feel disadvantaged and disabled. Stigmatization makes them feel inferior.

The respondents suggested that to minimize stigmatization of learners with special needs in education, school counselors should be positioned to take the lead in their buildings to ensure that these students have positive school experiences, develop skills for future academic and career success, develop social skills, and enjoy emotional health. A number of programs could be initiated in an effort to address the training needs of school personnel and to facilitate positive interactions among all students. To reduce stigmatization, schools should sensitize the other pupils in schools on disability. The schools should also give equal opportunities for all the pupils without discriminating the pupils with special education needs.

The influence of family's religious beliefs towards implementation of inclusive education was found to be high. The funding of religions towards the education of learners with special needs in education was found to be very low. From the findings, religions do not offer other support services for learners with special needs in education.

Further most the learners noted that their religion do offer support service towards their education but they rated the benefits of the religion towards their education as low. The religions do not sensitize community on education of learners with special needs. The benefits of religion towards pupils' education were as well reported to be low. To support these findings Abosi (2002) justifies that the desire to avoid whatever is associated with evil in African religion has affected people's attitudes towards learners with special needs in education since disability is associated with evil. Wolterstorff, (2002) as well depicts that religion has influenced implementation of inclusive education in terms of secular practices, teachings and language.

From the study findings, educational level of parents of learners with special educational needs in the public primary schools was low. Most of parents had only primary education while other had no formal education. The study revealed that parental involvement towards education of learners with special needs in education is low. Educated parents of learners with special needs in education in the class were found to embrace the implementation of inclusive education. The level of education of parents of learners with special needs in education in the public primary school had influence on the implementation of inclusive education. In line with this Epstein (1992), noted that highly educated parents make positive decisions of taking learners with special needs in education to regular schools. This was also supported by UNESCO (2009) that the level

of parents' education greatly influences the implementation of inclusive education as it influences parents' knowledge, beliefs, values and goals about child rearing.

On the suggestion to improve the implementation of inclusive education respondents suggested that Non-governmental organizations should work closely with education institutions in supporting the Ministry of Education's Kenya Integrated Education Programme which is working to build capacity in the government education system to identify and include children with disabilities in mainstream education amongst other activities.

The government need to develop national plans to extend inclusive education for children with disabilities, including detailed targets, strategies for improving access and learning achievement, and comprehensive plans for providing financing and training teachers.

Furthermore a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware such children should attend school, and should be part of mainstream classes. This is important to begin to break down the discrimination and division within society. Creating parent groups within schools, child-to-child groups and activities and community groups will also make inclusion more likely to happen and to be sustained.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the main findings, conclusions recommendations and suggestions for further research. The purpose of this study was to investigate the influence of socio-economic factors on implementation of inclusive education in public primary schools in Rongo sub –county. The study sought to determine the extent to which family's economic status influences the implementation of inclusive education in public primary schools, to establish the influence of family's attitude towards children with special needs in the implementation of inclusive education in public primary schools, to assess the extent to which family's religious beliefs influences the implementation of inclusive education in public primary schools and to determine the extent to which parental level of education influences the implementation of inclusive education in public primary schools.

5.2 Summary of the findings

The study revealed that the categories of learners with special needs in education in the school as mentioned by the head teachers and the parents were; physically handicapped, hearing impaired, mentally impaired and visually impaired categories. The family's income of learners with special needs in education was poor as was also supported by the head teachers, teachers, parents and the pupils. The learners noted to live in mud houses while only a few living in stone houses. The family's economic status was thus found to have an influence on the implementation of inclusive education. Poor families were financially constrained which prevents them from embracing the implementation of

inclusive education. Most of the parents interviewed rated the family income as low. They also noted that family income influences the educational support of the child with special need in education. This was in line with Schmid (2010) that the influence of family income of parents contributed to the implementation of inclusive education. According to Ezewu (2008) people of high economic background normally value education more than those families of low economic status.

From the findings, the family's attitude towards children with special needs influence the implementation of inclusive education in public primary schools. The learners were taken to school rate and pupils with special needs in education in the school were rarely sensitized on their special needs in education. The interaction between learners with special needs in education and those without special needs in education in the schools was poor. The parents as well rated the early intervention of learners with special needs in education as poor.

Most of the parents of learners with special needs in education are never sensitized on education of their children. From the findings, stigmatization of learners with special needs in education in classes was high. Frude, (2005) supports the findings by depicting that families with learners who have mild or moderate disabilities are supportive of inclusion while families of learners with severe and multiple disabilities appeared to be resistive since their attitude makes them feel that such programs as inclusive education would not be educationally appropriate to their children.

The learners noted that they experience discrimination from learners without special needs in education and rated other challenges they face in school as high as they also rated the relationship between them and other learners without special needs in education

as poor. This was in support of World Bank (2004) that negative family attitude as significant barrier to implementation of inclusive education. The respondents suggested that school counselors should be positioned to take the lead in their buildings to ensure that these students have positive school experiences, develop skills for future academic and career success, develop social skills, and enjoy emotional health to minimize stigmatization of learners with special needs in education. More so a number of programs could be initiated in an effort to address the training needs of school personnel and to facilitate positive interactions among all students.

The study established that family's religious beliefs influence the implementation of inclusive education. Most the learners noted that their religion do not offer support service towards their education and they rated the benefits of the religion towards their education as low. The funding of religions towards the education of learners with special needs in education was found to be very low. From the findings, religions do not offer other support services for learners with special needs in education. Further most the learners noted that their religion do offer support service towards their education but they rated the benefits of the religion towards their education as low. The study further found that religions do not sensitize community on education of learners with special needs. In line with this Wolterstorff, (2002) religion has influenced implementation of inclusive education in terms of secular practices, teachings and language.

The study revealed that educational level of parents of learners with special educational needs in the schools was low. The level of education of parents of learners with special needs in education in their school was found to have an influence on the implementation of inclusive education. Educated parents of learners with special needs in education in the schools embrace the implementation of inclusive education to a large extent however the

parental involvement towards education of learners with special needs in education was found to be low. Most of the learners interviewed noted that their parents had low education levels as most of them had only primary education while other had no formal education. The findings were supported by Holmes (2003) that children of more educated parents are more likely to progress further through school irrespective of their special needs in education. Russell (2005) and Fredrickson and Cline (2002) as well point out those parents with low level of education fail to embrace the implementation of inclusive education due to language barrier resulting to lack of confidence.

5.3 Conclusions

The categories of learners with special needs in education in the school included; physically handicapped, hearing impaired, mentally impaired and visually impaired categories. The family's economic status of learners with special needs in education was poor and had an influence on the implementation of inclusive education. Poor families were financially constrained which prevents them from embracing the implementation of inclusive education.

The study established that family's religious beliefs influence the implementation of inclusive education. The interaction between learners with special needs in education and those without special needs in education in the schools was poor and the early intervention of learners with special needs in education was poor. The learners were taken to school rate and pupils with special needs in education in the school were rarely sensitized on their special needs in education. Most of the parents of learners with special needs in education are never sensitized on education of their children. From the findings, stigmatization of learners with special needs in education in classes was high and the

relationship between them and other learners without special needs in education was poor.

The study concludes that family's religious beliefs highly influence the implementation of inclusive education. The religion do not offer support service towards the education of learners with special education needs and neither do they sensitize community on education of learners with special needs. The funding of religions towards the education of learners with special needs in education was very low.

The level of education of parents of learners with special needs in education in the school was have an influence on the implementation of inclusive education however the educational level of parents of learners with special educational needs in the schools was low. Educated parents of learners with special needs in education in the schools embrace the implementation of inclusive education to a large extent however the parental involvement towards education of learners with special needs in education was low.

5.4 Recommendations

i. Based on the findings, The Ministry of Education needs to sensitize stakeholders on the contents of Special Needs Policy in providing direction on the objectives of inclusive education. The sensitization should be done to the learners, the teachers, parents and the community as well. There is need also for early assessment, identification and intervention and for appropriate placement of special learners to avoid such learners lagging behind in academic issues.

ii. The Ministry of Education should have a close supervision and continuous improvement strategy for SNE to ensure that this programme is successful and benefits the targeted learners with special needs.

iii. The government should device strategies to empower the parents economically to enable them support their children in their education. The government should as well be strict on the children rights to ensure that all children acquire education to reduce uneducated parents even in the future.

iv. The government needs also to develop national plans to extend inclusive education for children with disabilities, including detailed targets, strategies for improving access and learning achievement, and comprehensive policies for providing financing and training teachers.

v. School counselors should be positioned to take the lead in their buildings to ensure that these students have positive school experiences, develop skills for future academic and career success, develop social skills, and enjoy emotional health. A number of programs could be initiated in an effort to address the training needs of school personnel and to facilitate positive interactions among all students.

vi. The religion should sensitize community on education of learners with special needs to minimize their stigmatization and discrimination. The teachers should as well sensitize the other pupils so as to prevent the stigmatization and discrimination of learners with special needs in the schools. Furthermore the schools should sensitize the other pupils in schools on disability. The schools should also give equal opportunities for all the pupils without discriminating the pupils with special education needs.

vii. To improve the implementation of inclusive education respondents suggested Non-governmental organizations should work closely with education institutions in supporting the Ministry of Education's Kenya Integrated Education Programme which is working to build capacity in the government education system to identify and include children with disabilities in mainstream education amongst other activities.

viii. There is need for a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware such children should attend school, and should be part of mainstream classes. This is important to begin to break down the discrimination and division within society. Creating parent groups within schools, children groups and activities and community groups will also make inclusion more likely to happen and to be sustained.

5.5 Suggestions for further studies

The study recommends that;

i. Further studies to be conducted on effectiveness of inclusive education in public primary schools focusing on the benefits.

ii. Further studies on barriers and opportunities of inclusive education in other counties within the country.

iii. Effect of culture on implementation of inclusive primary education.

iv. Effect of environment on implementation of inclusive primary education.

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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

The Head teacher,

Primary School

Dear Sir/ Madam,

RE: PARTICIPATION IN RESEARCH

I am a postgraduate student in the University of Nairobi pursuing a Masters Degree in Curriculum Studies. I am conducting a research on "Influence of family related factors on implementation of Inclusive Education in public primary schools in Rongo Sub County, Migori County, Kenya. Your school has been selected to participate in the research. I hereby, request you to allow me collect data through the questionnaires which will be distributed to the class teachers and interview to the pupils and parents involved.

Thank you.

Yours faithfully,

Muga A. Celestine

Appendix II: Questionnaire For Head Teachers

This questionnaire is meant for gathering data on influence of family related factors on implementation of Inclusive Education in Rongo Sub County. The questionnaire is divided into two sections. Section I requires demographic information and section II requires school background information on Inclusive Education. Tick inside the brackets or write short answers to the open questions.

Section I: Demographic information

1. What is your gender? Male ( ) Female ( )

2. What is your age? ( ) years

.3 What is your highest academic qualification? P1 ( ) Diploma ( ) Degree ( ) Masters ( ) PhD ( )

Section II: School background information on Inclusive Education

A. Family's economic status on implementation of inclusive education

5. Which categories of learners with special needs in education are in your school? Example physically handicapped

6. In your own opinion, how can you rate the family income of learners with special needs in education? Very rich ( ) Rich ( ) Average ( ) Poor ( ) Very poor ( )

7. Does the learners' family income have influence on the implementation of inclusive education? Yes ( ) No ( ). If yes, briefly explain_____.

B. Family attitude towards implementation of inclusive education

9. What stage is intervention of learners with special needs in education done?

   Early ( ) late ( )

8. How is the interaction between learners with special needs in education and those without special needs in education in your school? Very good ( ) Good Poor ( ) Very poor ( )

9. How has stigmatization of learners with special needs in your school affected their education?

C. Family's religious beliefs towards implementation of inclusive education

9. How can you rate the influence of family's religious beliefs towards implementation of inclusive education in your school? Very high ( ) High ( ) Average ( ) Low ( ) Very low ( )

10. Briefly explain your choice._____

D. Parental level of education towards implementation of inclusive education

11. How can you rate the educational level of parents of learners with special educational needs in your school? Very high ( ) High ( ) Average ( ) Low ( ) Very low ( )

12. Do you think the level of education of parents of learners with special needs in education in your school has influence on the implementation of inclusive education? Yes ( ) No ( )

13. Briefly explain your answer above.

This questionnaire is meant for gathering data on influence of family related factors on implementation of Inclusive Education in Rongo Sub County. Please feel free to give accurate information.

Section I: Demographic information

1. What is your gender? Male ( ) Female ( )

2. What is your highest academic qualification? (e.g Diploma)

3. How long have you been in the service? ( ) years ( ) months

4. Have you attended any in-service course concerning inclusive education?

Section II: background information on Inclusive Education

A. Family's economic status towards implementation of inclusive education

5. In your own view, do you agree that poor families are financially constrained which prevents them from embracing the implementation of inclusive education? Yes ( ) No ( )

6. If yes, briefly explain _____

B. Family's attitude towards implementation of inclusive education

7. Have learners with special needs in education in your class ever experienced discrimination? Yes ( ) No ( )

8. How can you rate early intervention of learners with special needs in education? Very good ( ) good ( ) poor ( )

9. How can you rate stigmatization of learners with special needs in education in your class? High ( ) Average ( ) Low ( )

C. Family's religious beliefs towards implementation of inclusive education

10. How can you rate the influence of family's religious beliefs of learners with special needs in education towards implementation of inclusive education? Very high ( ) High ( ) Low ( ) Very low ( )

11. Do religions sensitize community on education of learners with special needs? Yes ( ) no ( )

D. Parental level of education towards implementation of inclusive education.

12. How can you rate the educational level of parents of learners with special needs in education in your class? Very high ( ) High ( ) Average ( ) Low ( )

13. In your own opinion, do you support that educated parents of learners with special needs in education in your class embrace the implementation of inclusive education? Yes ( ) No ( )

14. If yes, to what extent? _____

15. How can you rate parental involvement towards education of learners with special needs in education? Very high ( ) High ( ) Low ( ) Very low ( )

Thank you

Appendix IV: Interview Schedule For Parents

This research is meant for academic purpose. Kindly listen carefully to the questions and respond orally. I will fill the answers for you. The interview is supposed to take fifteen minutes only.

1. What is your age?

2. Which special educational need does your child has? Example physically handicapped. _____

3. In your own opinion, how can you rate your family income? High ( ) Average ( ) Low ( )

4. Does your family income influence your educational support of your child with special need in education?

5. To what extent does your family income influence your educational support of your child with special needs in education?

6. How can you rate early intervention of learners with special needs in education? Very good ( ) good ( ) poor ( )

7. In your own opinion how many parents of learners with special needs in education are sensitized on education of their children? most ( ) few ( ) very few ( )

8. Has your child with special educational needs ever experienced stigmatization?
   Yes ( )   No ( )

9. In your own view, how can s;tigmatization of learners with special needs in education be minimized in schools?_____

10. How can you rate the funding of religions towards the education of learners with special needs in education? Very high ( ) High ( ) Low ( ) Very low ( )

11. Apart from funding, do religions offer other support services for learners with special needs in education? Yes ( ) no ( )

12. What is your highest level of education?

13. In your own opinion, has your level of education helped you on how to meet educational needs of your child with special needs in education?

14. If yes, briefly explain_____

15. How can you rate the benefits of inclusive education towards learners with special needs in education? Very high ( ) High ( ) Low ( ) Very low ( )

16. Do you involve yourself in any school activity related to learners with special needs in education? If yes, briefly explain

17. Finally, what do you think should be done by the school to improve on the implementation of inclusive education?_____

Appendix V: Interview Schedule For Pupils With Special Needs In Education

This research is meant for academic purpose. Kindly listen to the questions carefully and respond to orally to the best of your knowledge. The interview is not a test. I will fill in for you your answers.

1. What is your age?

2. Which is your present class?

3. Which type of house do you stay in? mud house ( ) stone house ( )

4. In your own opinion, how can you rate your family financially? Very rich ( ) Rich ( ) Average ( ) Poor ( ) Very poor ( )

5. Have you ever experienced discrimination from learners without special needs in education? Yes ( ) No ( )

6. Apart from the discrimination, how can you rate other challenges you face in school? Very high ( ) High ( ) Low ( ) Very low ( )

7. Generally how is the relationship between you and other learners without special needs in education? Very good ( ) Good ( ) Poor ( ) Very poor ( )

8. At what age did your parents take you to school? Early ( ) late ( ) very late ( )

9. Are pupils with special needs in education in your school sensitized on their special needs in education? Yes ( ) No ( )

10. Does your religion offer support service towards your education? Yes ( ) no ( )

11. In your own view, to what extent can you rate the benefits of your religion towards your education? Very high ( ) high ( ) low ( ) very low ( )

12. What is your parents' level of education?

    a) Father _____

    b) Mother _____

13. In your own opinion, does your parent's level of education have influence on your learning as a learner with special needs in education?

14. If yes, to what extent? Very high ( ) High ( ) Low ( ) Very low ( )

Thank you

Appendix VI: Authorization Letter

UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"
Telephone: 020-2701902
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 NAIROBI
OR P.O. BOX 92 - 00902
KIKUYU

25/5/2016
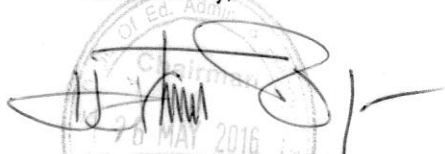
Our Ref: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

SUBJECT: **MUGA A. CELESTINE - REG NO. E55/69685/2013**

This is to certify that **Muga Celestine** is a Master of Education student in the Department of Educational Administration and Planning at the University of Nairobi. She has successfully completed her course work and is summarizing her research on "*Influence of Socio-Economic Factors on Implementation of Inclusive Education in Public Primary Schools in Rongo Sub-County, Kenya*. She is specializing in Curriculum Studies.

Yours faithfully,

DR. JEREMIAH M. KALAI
CHAIRMAN
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

JMK/nd

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Appendix VII: 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/16/66906/11882

20th July, 2016

Celestine A. Muga
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 implementation of inclusive education in public primary school in Rongo Sub-County, Migori County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **19th July, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Migori 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

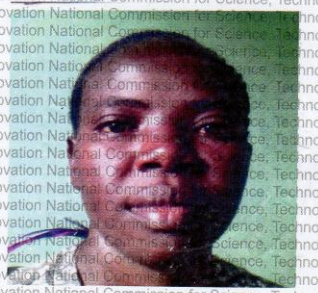*National Commission for Science, Technology and Innovation is ISO 9001: 2008 Certified*

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Appendix VII: Research Permit

THIS IS TO CERTIFY THAT:
MS. CELESTINE A. MUGA
of UNIVERSITY OF NAIROBI, 0-40404
RONGO, has been permitted to conduct
research in *Migori County*

on the topic: *INFLUENCE OF*
SOCIO-ECONOMIC FACTORS ON
IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PUBLIC PRIMARY SCHOOL
IN RONGO SUB-COUNTY, MIGORI
COUNTY, KENYA

for the period ending:
19th July, 2017

Permit No : NACOSTI/P/16/66906/11882
Date Of Issue : 20th July, 2016
Fee Recieved : Ksh 1000

Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 10221
CONDITIONS: see back page

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