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Home Based Variables Influencing Effective Implementation of Inclusive Education in Kirinyaga West Sub-County, Kenya

Atanasia Wambui Maingi¹, Johannes Njagi Njoka¹, Josiah Kinyua Murage¹

ABSTRACT

Inclusive education is a strategy designed to facilitate learning success for all children. Despite many efforts being put forth, many students with learning disabilities find it difficult to fit into the normal school environment. The study sought to find out the home-based variables that influence effective application of inclusive education in public primary schools in Kirinyaga West Sub-County. The study used the descriptive investigation research design and was directed by mainstreaming model propounded by Bandura's. Purposive sampling was used to identify 10 public primary schools that offer inclusive education while simple random sampling using Gay formula (10-20%) was applied to select 10 students and 5 teachers in the selected schools. Pilot study was carried out to test the reliability of the instruments in a neighboring school in Kirinyaga Central Sub-County. The research instruments included two sets of questionnaires, one for teachers and the other for the students and an interview guide for the Sub-County Director of Education. Data was analysed using descriptive statistics such as means, frequencies and percentages. Data collected was presented in form of graphs and tables. The results showed that majority of the parents (75.6%) are not able to support the learners with basic needs in the school though they attend school meetings. The study also revealed that cultural practices have a negative influence towards effective implementation of inclusive education. The study recommends the need to sensitize and create more awareness to strengthen implementation of inclusive education in public primary schools in Kirinyaga West Sub-County.

Keywords: Inclusion, Inclusive Education, Special Needs, Mainstreaming, Special Needs Education.

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1. Introduction

Inclusive education is an approach that objectives to incorporate all children with special needs in general schools and classrooms. Specialized curriculum in Britain is secured under the code Special Education Needs. The primary point of the code is to guarantee children who have exceptional requirements in learning get their maximum capacity from youth and later changing into maturity².

¹ School of Education and Social Sciences, Karatina University.

² Directgov (2009) *Free early learning for three and four year olds*. http://www.direct.gov.uk/en/Parents/Preschooldevelopmentandlearning/NurseriesPlaygroupsReceptionClasses/DG_10016103.

Education in Africa has made some great progress from the conventional ideas and their lesson, to the presentation of learning, Science, Mathematics and Technology to conform to the considerable changes resulting from a world adopting globalization.³ One region that is still a long way from catching up with fast world changes is the area of a specialized curriculum⁴. Limited study has been done in regard to a custom curriculum benefits in Africa and developing nations. The idea of this study is to establish the home-based variables that hinder these children from achieving their maximum capacity.

In this paper, we have examined the home-based variables that affect implementation of inclusive Education in Kirinyaga West Sub-County. The descriptive investigation research design was applied and Bandura theory of mainstreaming is used. The target population of the study comprised of public primary schools in Kirinyaga West Sub-County. The study used mixed approach in data collection and analysis. Both quantitative and qualitative data were collected concurrently. The objective of this paper is provided and then conclusion and recommendation are finally given.

1.1 Inclusive education

Education which is considered every child's right has been revered in a few global reports since the universal Declaration of Human Rights in 1948. The Education for all development and global traditions have called attention to the fact that children with special needs are vulnerable for rejection or denied the opportunity to partake in the learning exercises which happen in formal, casual or informal settings. The children are instructively hindered by the social, regional, cultural, political and financial conditions in which they live. The right to be educated inside the ordinary school setting and not to be victimized is featured more detailed in instruments, for example, the 1990 World Declaration of Education for All, the 1983 United Nations Standard Rules on the Equalization of Opportunities for people with disabilities, the 1991 United Nations Conventions on the rights of the child and the 2000 Dakar Framework for Action among others.

Limited study has been done in regard to a custom curriculum benefits in Africa and developing nations. Nigeria is among the developed nations, the most crowded nation in Africa and number eight in the most crowded countries on the planet, which is why it is the crowded dark nation on the planet⁵. As indicated by UNESCO (1991), 10% of the 140 million individuals are disabled. Nigeria has around one hundred and thirty organizations for people with disabilities. Accentuation was on teaching for people with physical disabilities. The focus was on individuals who were visually impaired⁶. The individuals were instructed to read the Bible utilizing Braille and the individuals further received education to act naturally dependent. This did not cover all classes of disabilities and the gap remains. From 1965, learning for people with psychological disabilities in Nigeria has encountered a lot of development. Schools were established to take into account their requirements. Exceptional units inside the normal schools were established for them and they were likewise coordinated in schools accommodating different students who had physical disabilities. Position of these students depended on Intelligence Quotient (IQ)⁷. In the midst of those children with low IQs, those with an advanced IQ were allowed to join the common schools, whereas those with low IQs, were selected in unique learning centers.

1.2 Challenges facing inclusive education

The Kenya arrangement of a specialized curriculum is far much behind when contrasted with different parts of the world⁸. Taking note of that the British instruction framework accommodates an Individualized Education Plan (IEP) which understands that to address the issues of children with

³ Kiarie, M. W. (2006). Plans for inclusive education in Kenya. A comparative overview. *Journal of International Special Needs Education*, 9, 27- 33.

⁴ Mutua, N. K., & Dimitrov, D. N. (2001). Prediction of school enrollment of children with intellectual disabilities in Kenya; Differential effects on gender and severity of mental retardation. *Journal of Special Education*, 48, 177-191

⁵ Alade, I. A. (2005). *Advocating the doctrine of effective Teaching in Curriculum for Social Reconstruction. Issues in Language, Communication and Education*. In A. Dada, A Abimbade and O.O. Kolawole (Eds). Ibadan: Constellations Books.

⁶ Olubukola, S. A. (2007). Nigeria and the World: A Review of Nigeria's Foreign Policy (1960 – 2007). *The Nigerian Army Quarterly Journal*. 3 (4), 438 – 471

⁷ Abang, T. B. (1992). Special education in Nigeria. *International Journal of Disability, Development and Education*, 39, 13-18.

⁸ Odhiambo, G. O. (2011). Higher education quality in Kenya: a critical reflection of key challenges. *Quality in Higher Education*, 17(3), 299-315

disabilities, one needs to take a look at the strengths and work on shortcomings. This is not the same as in Kenya where the duty regarding the children's education is left to the teacher. Students with disabilities still experience similar educational modules and sit for a similar examination with no type of Individualized Plan. The privilege of children to approach comprehensive education is generally upheld in universal human rights law, worldwide traditions endorsed by its individuals and the larger part of human rights instruments. The idea and routine with regards to comprehensive training has increased overall consideration in the previous couple of decades. From the starting of the Universal Declaration of Human Rights in 1948 to the later UN Convention on the Rights of Persons with Disabilities, the global group has upheld the vision of changing arrangement and practice toward teaching all children. The children are instructively distraught by the cultural, social and religious practices.

The privilege to be taught inside the normal school setting and not to be oppressed is featured more itemized in instruments. Inclusive education affirms that all students in a school paying little attention to their strengths and weaknesses, turn out to be a piece of that school. The logic of consideration relies on making the students and instructors end up better individuals from the group and schools. Inclusive education is concerned about expelling every one of the obstructions to learning and with the interest of all students defenseless against prohibition and underestimation⁹. It addresses the shared objectives of diminishing and defeating all discrimination from the human rights to education. It improves access, support and learning accomplishment in quality fundamental education for all. Educating children with varying disabilities in an all-encompassing framework can enhance the learning of the considerable number of children in the class, both those with and without unique requirements. However there are still numerous challenges facing implementation of inclusive education. One constant problem is that teachers do not know how to address detrimental social behaviors and attitudes¹⁰. The study seeks to determine the home-based variables influencing effective implementation of inclusive education and come up with solutions on how to overcome them.

1.3 Social-cultural practices

Some socio-cultural practices and total poverty in many territories in the nation influence full cooperation of students in the educational system. In as much as enlistment rates have enhanced, particularly for young girls, many groups still hold back their kids either because of social reasons like the assumed vanity of educating the young girl child, or financial reasons like connecting with the kids wage learning exercises to supplement the family salary.¹¹ In Kenya, children are seen as a benefit in that they carry the family name and furthermore help the family particularly their parents some time down the road when they have matured. In early days children conceived with an incapacity or sick, were abandoned to die since they were viewed as a burden and a disgrace to their families. There still exists convictions in sorcery and condemnations credited to disability. Disability has been credited to sorcery and condemnations coming about because of parental infringement of conventional standards, or situations that start from vindictive tribal spirits¹².

This translates in a sentiment of anxiety that makes parents reluctant to educate their children who have disabilities.¹³ A large portion of these children are locked up in houses or are left without the essential abilities that they can just get in schools¹⁴. Guardians in Croatia were currently working with the aim of achieving collaboration with schools and they were additionally exhorting and supporting different guardians in connection to their rights and activities on making consideration conceivable¹⁵. It

⁹ UNESCO. (2000). *The right to education: An emergency strategy*. Paris. UNESXCO

¹⁰ Agbenyega, J. S. (2006). Punishment in the schools of Ghana: Does inclusive education suffer? *The Australian Educational Researcher*, 33(3), 107-122.

¹¹ Mungai, A. M. (2002). The Quest for Education in Post Colonial Kenya. *British Journal of Special Education*, 31(1), 31-32

¹² Kisanji, J. (1995). *Special education in Africa*. In P. Mittler, R. Brouillette & D. Harries World Year Book of education. London: Kogan Pace

¹³ Armstrong, F. (2002). The Historical Developments of Special Education. Humanitarian Rationality or Wild Profusion of entangled Events. *History of Education* 31 (5) 437-456

¹⁴ Kisanji, J. (1995). *Special education in Africa*. In P. Mittler, R. Brouillette & D. Harries World Year Book of education. London: Kogan Pace

¹⁵ Majda, B. & Monica, D. (2012). *Parent's participation in the social inclusion of children with disabilities in Bosnia and Herzegovina and Croatia*. The Open Society Foundation, London.

was for the most part guardians who ran the associations that upheld for families on a strategy level, remarking on laws and taking an interest in National Action Plans (NAP) and exercises. These guardians were additionally experts with extraordinary levels of education.

1.4 Parental support

An investigation completed in Lebanon showed that parental collaboration was imperative for the accomplishment of inclusive education¹⁶. He contended that guardians' collaboration was indispensable for the achievement of inclusive education as their youngsters were the best recipients. In an examination in South Africa, it was noticed that inclusive education additionally centered on parental inclusion¹⁷. He noticed that amid inclusive education, instructors were made mindful of the significance of working in association with guardians and of including them in the educational programs by making all the more inviting school groups.

Attitudinal barriers continue to oppose the disabled society. The traditional view point regards disabled as a burden who cannot cope with life by themselves, and therefore must be overprotected or discarded is under spread even today¹⁸. Absence of parental cooperation in the education of the children is another real test¹⁹. Children are enrolled in class and left under the watchful eye of the educators who remain so overpowered by the huge population of children in the learning facilities that they do not give careful consideration to children with disabilities.

Guardians of impaired understudies are careful about setting their youngsters in an incorporation program as a result of fears that the children will be disparaged by different students or be not able create normal fundamental abilities in an academic classroom. Social states of mind about the significance of educating children with disabilities can influence whether guardians choose to send them to class. In different developing nations around the globe children with disabilities frequently do not go to class since it is believed that they cannot learn or will be problematic to different students²⁰.

1.5 Home environment

Home foundation as per Program International Student Assessment (PISA) impacts educational and academic achievement of students and school work. As per Drummond a student's 'family' foundation is generally observed as the hugest supporter of achievement in schools. Drummond's position underpins the findings of prior researchers who argued that the home impacts student school success and that it is the nature of connections inside the student's home condition that importantly affects school performance.

Lack of funds is a big challenge to inclusive education. This has affected students who requires wheelchairs for their mobility, materials such as Braille and large prints are not available for these learners. Procuring and resourcing for assistive devices for example, children who learn to read Braille alongside their sighted peers in an inclusive class need Braille writing equipment and curriculum materials in tactile form. Research by sight savers have shown that distributing such products to mainstream schools can be expensive as economies of scale are difficult to attain.

Lower wage guardians have less stable families, more valuable presentation to ecological poisons and brutality, and more restricted additional social encouraging groups of people. It is most likely that guardians in such settings would report low education desires, less observing of student's school work and general supervision of social exercises contrasted with understudies from high social-financial and unblemished families. These are the parents who lock the special needs children in their houses and deny them the chance to learn and interact with the other children and the society. The study seeks to assess home-based factors affecting implementation of inclusive education

¹⁶ Elzein, L. H. (2009). Attitudes toward inclusion of children with special needs in regular schools: A case study from parents' perspective. *Educational Research and Reviews*, 4(4), 164-172.

¹⁷ Costa, A. C. (2003). Work team trust and effectiveness, *Personnel Review*, 32(5), 605-622.

¹⁸ Indumathi, R. (2010). *Equity to women with disabilities in India*, *disability world*, Sept. – Nov. 2004, http://www.disabilityworld.org/09-11_04/women/india.html (last accessed: November 4, 2014).

¹⁹ Abilla, C. M. (1988). *A case study on special education in Kenya*. Nairobi: UNESCO.

²⁰ Groce, N. E. (2004). Adolescents and youth with disability: Issues and challenges. *Asia Pacific Disability Rehabilitation Journal*, 15(2), 13- 32. <http://cide.oise.utoronto.ca/globalcitizenship.php>.

and come up with solutions on how to overcome them. We now turn to the objectives, research questions, methodology and discussion of the results. Conclusion and Recommendation.

1.6 Objectives

The research was directed by the following objectives which were to:

- i. Evaluate the home-based variables that influence effective application of all-encompassing education in public school in Kirinyaga West Sub-county, Kenya.
- ii. Examine the relationship between the parents' economic status and effective implementation of inclusive education.
- iii. Establish the cultural practices that influence effective application of inclusive education in public primary schools in Kirinyaga West Sub-county, Kenya.

1.7 Research questions

- i. What are the home-based variables that influence effective implementation of inclusive education in Kirinyaga West Sub-County?
- ii. What is the relationship between the parents' economic status and effective implementation of inclusive education?
- iii. Which are the cultural practices that influence effective application of inclusive education in Kirinyaga West Sub-County?

2. Methodology

The study utilized a sample that was scientifically selected for a target population drawn from 10 public primary schools that have a special unit in Kirinyaga West Sub-County. From each purposively sampled primary school, ten pupils from classes 7 and 8 and five teachers were selected using the simple random sampling. This gave a total of 100 pupils and 50 teachers. A well-thought-out questionnaire was used to collect primary data from the participants and an interview guide was administered to Sub-County Director of Education. Collected data was analyzed using descriptive statistics.

3. Results and discussion

The results and discussion are presented in accordance with the stated objectives that guided the study. The first study objective was to establish the home-based variables that influence effective application of all-encompassing education in public primary schools in Kirinyaga West Sub-County. The respondents were asked to indicate their opinions in a five point likert scale from strongly agree (5), agree (4), not sure (3), disagree (2), and strongly disagree (1). The statement sought to find out the; parental support to learners with basic needs, cultural practices and inclusive education and the home environment and inclusive education.

3.1 Parental support of learners with basic needs

The two levels of likert scale comprising of strongly agreed and agree were collapsed and labeled agree. The results indicated that 23.4% agreed while 75.6% disagreed with the statement that parents are able to provide learners with the basic needs. The study therefore noted that majority of the parents in the sub county are not able to support the learners with basic needs. This is as a result of the low economic status of these parents.

Home background according to Programme International Student Assessment (PISA) influences educational and academic achievement of students and school work²¹. According to Drummond a student 'family' foundation is extensively known as the most noteworthy contributor to success in schools. This is evident from the results found on parental support of learners with basic needs. The findings were summarized in Table 1 (below).

²¹ Drummond, E. (2006). *Supporting sexuality - Acknowledging rights: Practice and professional issues for working with people with intellectual disability*. *Frontline*, 67 (Autumn), 12-13.

Table 1: Response to parental support to learners with basic needs

	Response	Frequency	Percent
1.	Strongly agree	4	9.8
2.	Agree	6	14.6
3.	Disagree	14	34.1
4.	Strongly Disagree	17	41.5
	Total	41	100.0

3.2 Cultural practices and inclusive education

The study sought to determine if cultural practices influenced application of inclusive education. Analyzed data showed that 31.7% of the teachers strongly agreed with the statement that cultural practices affected the education of special needs learners in an inclusive setting with 34.1% agreeing. The two levels of likert scale comprising of strongly disagreed and disagreed. The results showed that 34.2% of the teachers did not agree with the statement that cultural practices influence effective implementation of inclusive education. The study thus shows that cultural practices have a great influence on implementation of inclusive education in primary schools.

The findings concur with another Groce who noted that among the Africans cultural practices do not favour education of people with special needs as majority of parents see no need to educate this category of children²². The study also agrees with Kisanji who expressed that disability has been credited to witchcraft and condemnations coming about because of parental infringement of conventional standards, or conditions that start from wrathful ancestral spirits and therefore parents tend to keep their children at home to hide the shame associated with having a child with disability²³.

Table 2: Cultural practices and inclusive education

	Cultural Practices affects SNL Needs	Frequency	Percentage
1.	Strongly agree	13	31.7
2.	Agree	14	34.1
3.	Disagree	9	22.0
4.	Strongly	5	12.2
	Total	41	100.0

3.3 Home environment and inclusive education

The study sought to determine if the home environment influenced the implementation of inclusive education. The learners were requested to indicate their responses whether in their opinion the home environment influenced implementation of inclusive education. Figure 4.10 shows that 18.0% and 29.8% of the learners strongly agreed and agreed with the statement with 27.7% and 24.5% disagreeing and strongly disagreeing with the statement. The data shows that majority of the learners disagreed that home environment influenced the implementation of inclusive education.

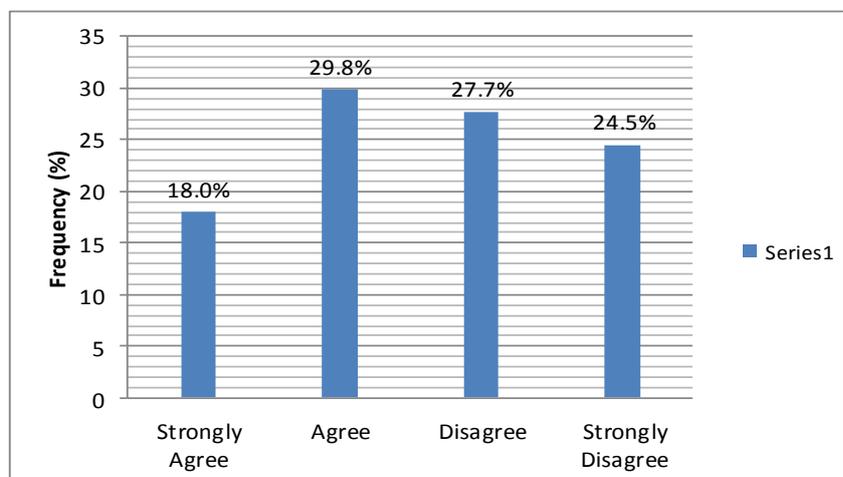


Figure 1: Home environment and inclusive education

²² Groce, N. E. (2004). Adolescents and youth with disability: Issues and challenges. *Asia Pacific Disability Rehabilitation Journal*, 15(2), 13- 32. <http://cide.oise.utoronto.ca/globalcitizenship.php>.

²³ Kisanji, J. (1995). *Special education in Africa*. In P. Mittler, R. Brouillette & D. Harries World Year Book of education. London: Kogan Pace

4. Conclusion and recommendation

From the study several home-based variables were found to be negatively influencing application of inclusive education in public primary schools in Kirinyaga West Sub-County, Kenya. The findings showed that majority of the parents (75.6%) are not able to support their children with basic needs, inadequate resources undermine parent's ability to cater as well as provide for their special needs learners adequately. Consequently most parents cannot afford to take their children to schools where they can access quality inclusive education due to their financial status and lack of awareness. The study further established that 65.8% of the population supported that cultural practices have negatively affected the application of inclusive education.

Arising from the discoveries of the study it is recommended that there was need to strengthen implementation of inclusive education policies in primary schools in Kirinyaga West Sub-County. Parents should be empowered economically and sensitized mostly on the importance of inclusive education. Cultural practices should be highly discouraged and learners should be fully supported to be in school.

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