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Factors Influencing Implementation of Inclusive Education in Public Primary Schools in Changamwe Sub- County, Mombasa County in Kenya

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Abstract

Education is a tool considered as vital in the development process of all countries. The researcher found out factors that influenced the adoption of inclusivity in education within public O level academic institution within Changamwe Sub-county, Mombasa County in Kenya. These factors have hindered the success practice of inclusivity in education. Public O level academic institutions have not been able to accommodate learners with different diversities that is learners with mental disabilities, communication challenges, particularly difficulties of learning, visual impairment, physical disabilities, impairment of hearing, emotional and behavioral difficulties as well as those who are gifted and talented. Although implementation of inclusive education has success stories in other areas this was not so in the researcher's area of study. Consequently, the researcher studied the influence of school's actual surrounding in the application of inclusive education, the manner in which the skills of the personnel influence inclusive education, this together with the influence of finances, resources and materials on the adoption of inclusive education in all public primary schools in Changamwe Sub-county, Mombasa County. The survey design used in the study was descriptive. The primary school head teachers and classroom teachers in public schools were the target population. There were 20 head teachers, 287 female teachers, 89 male teachers, and public primary schools. To determine which schools were the pilot projects, the researcher employed basic random sampling. The head teachers were sampled using the purposive random sampling. Simple random sampling was used to sample female and male teachers. The sample size for female teachers was 57 teachers and 18 male teachers. Questionnaires were developed for the head teachers, the female class teachers and male class teachers. Both closed- and open-ended questions were included in the questionnaires. There was a Likert scale employed to gauge the degree of agreement or disagreement. Descriptive statistics, such as frequency, means, and percentages, were used to analyze the data. Tables and graphs of the frequency distribution were used to display the results. From the research findings the researcher made recommendations

Key words: Constituency Development Fund, Curriculum Support Officer., Free Primary Education, Inclusive Education, Kenya Institute of Special Education, Special Needs Education

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Introduction

Background to the Study

The perception of education that is inclusive was applied in the 80's by western nations and it has since been an agenda adopted worldwide (Singal, 2005). The philosophy of inclusivity within education is about making sure that academic institutions and any system of education is open to every child. Inclusivity in education encompasses the identification, minimization or eradication of hindrances at or surrounding the academic institution which may be a hindrance to pedagogy (Kenya Institute of Special Education [KISE], 2009). Schools can achieve this by ensuring every child within the community is practicing inclusive education. It was in the 1960's when the move towards the realization of inclusivity of education was applied to special needs children (Foreman, 2010). Several declarations have been made by the United Nations which are regarded as influential to inclusive education. These include the convention held in 1960 aiming at eradicating discrimination in education, in 1975 where a declaration was made to uphold the rights associated with persons with disabilities, and a convention held in 1989 regarding children's rights. Come 1990, Thailand played host to a global conference with a purpose of providing education to everyone. Later on in Senegal in 1990, a conference was held which came up with a framework on providing everyone with education, where the global community promised to make sure every person was provided with education as a right, regardless of the personal differences. Thereafter, in 1994, the concept of education that is inclusive was forwarded as a conceptualization during the Spanish global conference focusing on the education of people with special needs.

The statements made during this conference are so far the most noteworthy global declarations in regards to the education of people with special needs (Ainscow & Cesar, 2006). In this conference, an inclusive education is defined as an actionable framework which can serve every child "irrespective of their linguistic, emotional, social, intellectual, physical or other situations". This brings together children who are marginalized or disadvantaged including children who labor or who are on the streets from nomadic communities, children from minorities ethnic, linguistic and those who children who are disabled or with special educational requirements. The argument from the statement was that ordinary academic institutions that have an inclusive surrounding are extremely effective in fighting an attitude of discrimination that can develop a society which is inclusive and in attaining education to every person (UNESCO, 1994). Importantly, the Salamanca statement provided acceptance to the concept of inclusivity in education (Ainscow & Cesar, 2006).

In 2008, a conference was held in Geneva by UNESCO focusing on the inclusivity of various types of learners, irrespective of their characteristics or capabilities. Together with promoting respect to the abilities and needs of the learners and in eradicating all manner of

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discrimination (UNESCO, 2009). In the years that followed, many nations have put significant effort in effecting educational practices and policies relating to inclusivity in education as is suitable within each country (Ainscow, 2012). The suitability of having a separate system of education has been called into question from the perspective of human rights (Ainscow, et al, 2006). To make sure that everyone gets education, including disabled children, there has been an increase in the call to transform ordinary academic institutions to accommodate inclusivity (Sebba& Sachdev, 2008). Hence an integrative program seems to be taking the form of special classrooms within ordinary academic institutions. Various nations with a national policy on an integrated program have reported a problem showing considerable increase in the number of learners with disabilities as a means of attracting more resources to their academic institutions (Booth & Ainscow, 2002).

The rationale of implementing inclusivity in education is by providing equal opportunities to every learner irrespective of their disabilities so that they can participate equally with their peers. Ban, (2016) states that all people have equal rights to achieve global goals and that disability is not inability. Then core principle of IE is that learners with special learning needs belong to the conventional education. The essential idea is that, regardless of their disabilities, all students should study with one another (Winter & O'Raw, 2010). The philosophy of an inclusive education makes sure that centres of academics and all systems of education that are open to everyone. This is possible if schools, teachers and systems modify the social and physical environment in order to accommodate learners with different diversity of learning needs.

Therefore, application of inclusivity of education in educational institutions requires not just to bring on board learners with disabilities in conventional classes, but also making sure that these students are being given the suitable support. Significantly, the support includes appropriate physical environment, adequate human resource, financial assistance, appropriate and adequate materials and resources. The global report on disabled persons reports that the ability of inclusive education to succeed relies largely on the commitment of the nations to embrace suitable laws, craft policy plans and offer finances to ensure they are implemented (WHO & World Bank, 2011). The adoption of inclusivity in education needs to be looked at from the perspective of policies, reforming laws, availing funding, personnel, and development of infrastructure. The issue at hand about its possibility in countries where there is limited resources for this to be undertaken (Adoyo, 2005).

According to Ainscow (2010), a number of nations, including Spain, the United States of America, and Canada, have made significant strides toward implementing inclusive education policies. In Africa, Zimbabwe had embraced implementation of inclusivity in education as a strategy of educating disabled children (The New Constitution of Zimbabwe, 2015). Zimbabwe's educational policy emphasizes education as being a basic human right which must be accessible to all learners. (The Zimbabwe Education Act, 1987). Zimbabwe had transformed educational opportunities, thereby taking care of all children in inclusive education approach. Similarly, Uganda's government introduced inclusive education by grouping schools in categories of fifteen to twenty. The categories have a special needs coordinator (Otieno, 2014). Uganda established programmes namely EARC, the institute of special education to train

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teachers and fully shifting towards the process of implementing inclusive education (UNESCO,2011).

Significantly, Ghana made big strides in adopting education inclusivity through the expansion of its piloted program from seven regions in 2011 to ten regions (Ministry of Education, 2015). Ghana succeeded in launching a countrywide policy structure on implementation of inclusivity in education by tackling the problems facing the children with difficulties in learning (Ministry of Education, 2015). Despite the successful launch of inclusive education, Implementation of IE in Ghana has been slow due to inadequate materials and resources, a high growing prevalence of untrained teachers and deficient training on teachers (Kuyini et al., 2015; Agbenyega, 2007; Ametepee & Anastasiou, 2015; Mangope, 2011). Similar factors are also influencing the adoption of inclusivity in education in the nation of India (Pacha, 2012), Jordan and Emirates (Alghazo et al., 2003; Nireen, 2013), Bangladesh (Malak, 2013) and Egypt (El-Ashry, 2009; Nisreen, 2013). In South Africa, the 2007 white paper 6 for education was the document that guided the adoption of inclusivity in education. Inclusivity in education has values that are applied together with the South African progressive constitution. South Africa's government assisted teachers to understand what IE was and how to put it into practice. The government trained educators in preparation for the piloting of an inclusive education program (Republic of S.A, 2002).

Resources are still needed for South Africa to adopt an inclusive education. Every likely approach for acquiring extensive financial backing through the years are pursued to make sure there is sufficient finances to adopt the policy. In the neighboring Lesotho, the countrywide push regarding IE was initiated in 1987. It was focused on the rights of individuals who are disabled and was about integrating physically challenged pupils within O level education centers (Stofile, 2008). Lesotho's Ministry of Education built units of education for people with special needs so as to include their need for education within the conventional schooling system (Magelepo, 2008).

In Kenya, the policy regarding the education of those with special needs was crafted in 2009 to deliver on the essential matters associated with the pedagogy of learners with disabilities. Its overall goal was to attain education for everyone as highlighted in the commitments made on the global and national arena. Its aim was to provide a conducive surrounding for disabled learners to get access to relevant and quality education successful implementation of this policy framework ensures the adoption of inclusivity in education becomes a reality. Despite government's effort to ensure inclusive education several elements influencing the adoption of inclusivity in education in Kenya have persisted.

In 2009, the education ministry determined that inadequacy of training particularly specialized teacher training, suitable infrastructure, lack of sufficient physical structures and specialized resource materials have made it challenging to practice inclusivity in education within ordinary public O level academic institutions. The beliefs of traditional Africans, views of culture and practices of religion have led to a negative perception being directed to disabled persons. As a result, services of education for persons with specialized needs have not been adequately tackled.

A study conducted by Kithuka (2008) revealed there was an inadequacy in trained educators. Additionally, he established that educators received professional training that was

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inadequate in serving special needs children hence there was an absence in confidence. Nyaigoti (2013) conducted a study which revealed that the physical structure was not developed to serve special needs learners and also that several educators in primary schools lacked specialized training in serving children with special needs. This negatively resulted in the adoption of inclusivity in education. Inclusivity in education is mostly effective with special needs learners though very little has been achieved within changamwe sub-county, Mombasa County in Kenya. A handful of academic institutions practice inclusivity within the division (District Education Office, 2013). Although Kenya has shown the willingness to adopt inclusivity in education within every public A level academic institution since 2011, there is more that requires to be covered to make inclusive education reality. The education and resource center in Mombasa County refers children after accessing them to the Special Units that are attached to the regular schools. (Ministry of Education Human Resource Changamwe Sub County, 2016). In the special units' children learn separately they are not included in the mainstream. The researcher sought to find out school elements that affect the adoption of inclusivity in education within public primary schools within changamwe sub-county, Mombasa County in Kenya.

Statement of the Problem

Among the education goals in Kenya is the provision of equal opportunities to every learner. The special needs policy requires that all learners with specialized needs in education be integrated in ordinary academic institutions. MOE, (2005) and Manandu, (2011) states that, in 2004 the education ministry within Kenya provide every public O level academic institution with 10,000ksh to revamp the school surrounding in preparation for inclusivity in education. Kenya embraced inclusive education policy as a way of realizing EFA. However, after the start of inclusive education implementation, it was faced with a number of challenges. It was necessary to carry out this study because all children regardless of their disabilities need to be educated. There was need to seek for the educational placements for disabled children, in inclusive schools not special units attached to the ordinary academic institutions. There is need for inclusiveness and considerable work is still required to address drawbacks in IE policy implementation. This makes it possible to provide education to all citizens thus fulfilling the policy of EFA through inclusive education.

Most societies worldwide have learners with disabilities and their educational needs must be met through IE. Little has been done in the researcher's area of studies in relation to adoption of IE. Despite the fact that implementation of IE has been over researched there was nothing to show in the area of study. Disabled learners need to be incorporated within the communities; otherwise chances that may be available for them to advance in the society would become foreclosed resulting into not achieving equality for all in national development. Learners with specialized needs who seized the chance of Free Primary Education (FPE) hence joining academic institutions dropped out in the long run as a result of the school surrounding being uncondusive through inadequate facilities and equipment's.

Majority of 1,500,000 children have dropped out of academic institutions in Kenya are learners with disabilities. (National Education Sector Plan, 2016). Public Primary Schools in Changamwe Sub-county have a long way to go as far as implementation of inclusivity in education is concern. The researcher's study provided insights as to what should be done

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regarding school's physical environment, human resource skills, availability of funds, materials and resources in order to successfully implement inclusivity in education. In this study, the researcher addressed the elements that influence adoption of inclusivity in education within public O levels academic institutions, in Changamwe Sub-County, Mombasa County, Kenya.

Objective of the Study

To find out the influence of funds on the implementation of inclusive education in public primary schools in Changamwe Sub-County, Mombasa County

Review of Related Literature

Mattingly et al, (2010) found that low school budget results into lack of appropriate facilities thus acting as barriers in educating learners in IE, the availability of funds makes it possible for schools to buy appropriate facilities. It is challenging to address issues that influence adoption of inclusivity in education without talking about how its financed. The truth is several nations have a limited budget for the country, while there is a lack of assistance on its development yet parents usually are unable to afford the indirect and direct cost of education. For the goals of inclusivity in education to be realized, every nation needs to provide support and funding to services of education directed towards disabled children.

Funds allocation increases inclusivity in education globally and it has been a challenge. A survey undertaken by Audit Commission (1992) in the UK revealed that inclusivity was being hindered by systems of funding functioning in the local governments. It was found by the commission that the local governments were hesitant in apportioning additional finances to academic institutions to make them capable of inclusion due to what they termed as lack of confidence that the allocated funds could not be utilized correctly or wisely. Nevertheless, the local governments at the moment had no avenues of monitoring the performance of the special needs schools, hence they were not aware of the truth of this assertion. There existed another challenge which the commission established, when an authority knew that inclusivity would be costly, they would provide an incentive that is not particular to enable them evade their long term commitment to funding it (Audit Commission, 1992). Within the four fundamental issues that slowed down inclusivity, three were related with financial issues that surrounded the institution through the local government.

The resource utilization within the education setup results into beneficial learning results because the resources influenced the students to learn thus making them motivated. A general strategy of determining use of educational resources is to assess the academic expenditure. It is the expenditure of the school that makes up the sum of the entire resources dedicated towards providing education and therefor is an instrument that can be traced within the policy of education (Meghir, 2002).

Since the start of the FDSPE policy, accessing A level academic institutions have increased with the student numbers in terms of those being admitted going up in 2009 by 1.3 million to 2.1 million in 2014. This is a rise to 77% from 34% transition rate (FSDE, 2014). It has resulted in TLR being over utilized and classrooms being overcrowded (KESSP, 2010). A survey conducted by SACMEQ (2003) indicated that very few academic institutions had reading centers or libraries that enabled a literate surrounding (UNESCO, 2007).

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An academic institution needed to sufficiently use the facilities available to advance pedagogy chances provided to learners. It is the head teachers responsibility to make sure there exists sufficient space for classes to make sure that the process of pedagogy is taking place and in making sure that all the structures are adequately and efficiently made use of so as to attain the goals of education and enhance an improved learning results.

Donohue and Bornman, (2014) points out that funding is a significant barrier to the proper adoption of IE in South Africa. Varapanya & Dunlap (2014) mention the influence of finances in the implementation of IE in Thailand. All school leaders cited the amount of financial support to academic institutions was adequate to effectively cater for learners with disabilities. Delayed Government funds as well as lack of physical facilities has made a lot of children not to be enrolled in both universal free primary education as well as inclusive education Changach, (2013). The government gives grants under special needs education for learners with SNE and its not adequate. Mukhopadhyay, et al., (2012) cited lack of funding, that funding was not allocated to primary schools for buying equipment.

A study done on policies of inclusivity in association with inclusive education in 17 nations within Europe revealed that when finances were apportioned as per the inclusion policy, then inclusivity was not likely to practically happen (UNESCO, 2003; EA, 2000). Mutisya, (2010) asserts that availability of finances influences the implementation of IE. These can limit or support inclusivity considering if the suitable intervention is required or not. Funding is essential in the implementation process within inclusivity in education. Ouma, (2014) stated that, the FPE project provided by the government can apportion finances to academic institutions as a means of offering sufficient and appropriate physical structures to tackle the students with SNE in an IE set up. Global campaign for Education, (2015) states that the Kenya Government must make sure they offer assertive equipment that are provided to every disabled learner, for they are currently too expensive.

Countries that are developing basically are experiencing inadequacy of resources to finance education (UNESCO, 1990). Inadequate resources in Kenya has additionally been made worse by the 2002 FPE project, which resulted in an increase in the pupil numbers within regular primary schools to 7.2 million annually from 5.9 million. This resulted in several problems associated with situations of academic institutions for instance, facilities being overstretched, schools being overcrowded, areas that were densely populated experiencing a high ratio of teacher to pupils. This worsened the problems of inclusivity in education so much in regards to the equipment cost, reduction of support from the community in relation to their misunderstood responsibility with that of the government in the FPE adoption, disparities in the region and gender, high number of orphans out and in of academic institutions because of HIV and AID and the lack of internal effectiveness (MOEST, 2005). Because of that finances offered by the government for FPE, were barely enough for the needs of children with disabilities, to even allow for a conventional O level academic institution within the sub-county of Changamwe in the county of Mombasa in Kenya is not an exception. Support that is financial is essential in the implementation process of inclusivity in education. Nations are advised to marshal their resources which they already have and ensure they are appropriately utilized. Many nations have been observed to be in the process of transitioning in which case they do not need so much financing among other resources. The most crucial element that is the presence of finances is

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directed towards developing a particular structure. According to UNESCO (2001), maintaining a dual system is much more expensive than having in place just one system. Studies have revealed that inclusivity in education is an affordable system of education. It is extremely expensive to manage a dual system of both special and regular education instead of managing a single inclusive system of education. Meijer (1999) conducted a survey on policies related to inclusivity in education for disabled learners within 17 countries in Europe. It revealed that finances were not apportioned exclusively in regards to the policy on inclusivity, because inclusivity was not likely to take place in practice (UNESCO, 2003; EA, 2000).

Theoretical Framework

Social Model of Disability

The Path-Goal paradigm proposed by House (1974) led this research. The hypothesis is founded on the concept of a leader and a follower. The path-goal theory elucidates how leaders adapt their behaviors to align with the needs of their followers and the prevailing work conditions, aiming to effectively guide them in their daily tasks. Throughout this process, leaders may demonstrate a range of behaviors or leadership styles, such as directional, participation, support and achievement-oriented approaches (House, 1996). The path may be clarified by the leadership by issuing a directive, in which he or she tells the followers of what is required of them in relation to job execution, scheduling, and coordination. As a result, the follower is aware of what is required of them.

The path-goal theory fits this study since in school, the principal and educators are the guides and may direct students on what is required of them, minimizing instances that develop due to a lack of understanding as to what should be accomplished. The leader could also enhance the task and atmosphere more enjoyable by being encouraging; yet, in the classroom environment, if the leader lacks to provide support, it may be difficult to manage learner discipline because the students may not exactly know what is required of them. Whenever a leader is nice and accessible, people are more inclined to seek help when faced with difficulties. The followers can start opening, and their problems will be recognized and addressed as a result. As a result, the institution should create a welcoming climate in which students are open and free about their concerns, and inability to do so could offer a challenge in managing students' discipline.

Oliver's (1983) social model of disability served as the foundation for this survey. This model is a paradigm that recognizes the existence of psychological or physical variations in individuals that may impact their ability to function in society. Even so, the paradigm suggests that people with physical or psychological disabilities are rendered disabled by society. An impaired person is not disabled due to the impairment instead they are impaired by the hindrances that are present within the society which do not consider their needs.

The hindrances can be categorized into three groups; cultural, economic and environmental. It is postulated by the model that a person is disabled by the environment through being denied access to move, operate and effectively communicate just as it is done by people without impairment. A huge section of the environment has been designed by those without impairment, for them. For instance, a student on a wheelchair is considered to be environment disabled when the environment isn't designed for movement of wheelchairs.

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It is proposed by the social model that a building that is friendly to wheelchairs is one whose doors are wide, has lights, a ramp is included, has wide corridors and whose fittings are accessible such include light switches and knobs of the door. Such modifications are the ones needed within schools to make the setting inclusive. Additionally, the model projects an economic viewpoint. It posits that an individual can be disabled when they lack resources which can satisfy their needs.

Consequently, from an economical perspective, the society is unable to offer the same chances to impaired individuals and this is initiated within academic institutions and goes on all through their careers. For example, during lessons, in the academic institutions are developed to cater for those learners without any impairment through their surroundings, resource materials and pedagogical techniques which are only suitable for learners without impairment.

The model also considers disability through the dimension of culture by arguing that the society lets down people with impairment due to the biased perception and shared negativity of a community without impairment in regards to individuals with psychological and physical impairment. Biasness is related to the perception of individuals who are disabled being viewed as normal by people without disability. Biasness is proof in the terminologies and language used in the description of individuals having impairment. The application of social model within education can be done in relation to culture. The perspective of the disabled students as not being normal and that the students can only gain from special academic institutions instead of regular setup. This perception is misplaced because both the individuals without disability and those with disability gain in an inclusive setup.

The advancement of the social model was done by Winter (2003) during the movement to develop the rights of the disabled. It is argued by Winter (2003) that disabled individuals need to be empowered, not prejudiced and incorporated, not sidelined. Demonstrated by this model is the need for academic institutions to enhance different elements so as to deliver to special needs learners. To enable the incorporation of learners with special needs, they need to have physical facilities which are friendly including aids for hearing, textbooks with large print, braille materials among other adapted resources, level playground, spacious classes, wheelchairs, adapted chairs and tables, ramps among others. When the resource materials and physical resources are adjusted there is a possibility of attaining inclusion among special needs learners within public O levels academic institutions. Educators are required to alter their negative views in regards to special needs students. They are also required to provide refresher courses related with special education and inclusivity to include more skills and knowledge so as to tackle inclusivity in education. This study will apply the social model because adoption of inclusivity in education within public O level academic institutions relies on how effective institutional elements are altered and adapt in meeting the needs of special needs learners

Research Design

The study adopted descriptive survey and population targeted was composed of class teachers and head teachers in public primary schools. There were 20 public primary schools, 20 head teachers, 287 female teachers and 89 male teachers. The researcher used simple random sampling to identify the pilot schools. The head teachers were sampled using the purposive random sampling. Simple random sampling was used to sample female and male teachers. The

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sample size for female teachers was 57 teachers and 18 male teachers. Questionnaires were developed for the head teachers, the female class teachers and male class teachers. Both closed-ended and open-ended questions were used. Likert scale was employed to gauge the degree of agreement or disagreement. Descriptive statistics, such as frequency, means, and percentages, were used to analyze the data. Tables and frequency distribution were used to display the results.

Results and Discussion

To find out the influence of funds on the implementation of inclusive education in public primary schools in Changamwe Sub-County, Mombasa County

The study found out that a part from funds there were other factors that were enlisted by the respondents that contributed to the failure of the implementation of IE. This was indicated by the high number of these factors as enlisted on table 1. The study found out that lack of skilled personnel/trained teachers was ranked the highest, represented by 23.72% followed by the availability of funds represented by 22.03%. This concurs with Varapanya and Dunlap (2014), who mentioned the influence of finances in the implementation of IE in Thailand. Donohue and Bornman (2014) also found out that funding was a significant barrier to effective implementation of IE in South Africa. In terms of percentage the other factors that were identified were as shown on table 1. This implies that implementation of IE calls for joint efforts from all stakeholders

Table 1: Availability of funds as a perception of failure of implementation of IE

Failure of implementation	Frequency	Percentage
Availability of funds	13	22.03
Lack of materials	6	10.16
Lack of facilities	5	8.47
Lack of skilled personnel/trained teachers	14	23.72
Large classes	2	3.38
Under staffing	1	1.69
Ramps	1	1.69
Lack of material and resources	5	8.47
Lack of infrastructure	2	3.38
Lack of sensitization	1	1.69
Learners to learn separately	1	1.69
Schools not adapted	1	1.69
Lack of follow up	1	1.69
Lack of IEP	1	1.69
Negative attitude	1	1.69
Fear	1	1.69
Embezzlement of funds	1	1.69
No lobbying for inclusive systems	1	1.69
Presence of special units	1	1.69
Totals	59	100.00

Source: Research data (2024)

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Ways through which inclusive education can be enhanced.

The respondents were also asked to respond to ways of enhancing inclusive education. Table 2 showed that 26.47% of the respondent support training of teachers in SNE. Teachers are the imparters of knowledge, skills and attitudes hence training them in SNE aids in the implementation of IE. This finding concurs with Landsberg, (2011) stated that the teachers who educate pupils with learning barriers required specialized training. Contrary to Hodgkinson, (2012) findings that teachers education was not a liable factor to hold back adoption of inclusivity in education. Chimhenga, (2016) concurred with the findings, that training teachers in SNE was vital and aids in the implementation of IE. This finding also found that 3.92% represented workshop contrary to Chimhenga, (2016) who found workshop to be vital provision of the conducive learning environment was represent by 25.49%. This concurs with the school environment need to be accommodative unlike in their findings most of the schools were to accommodative. Significant number of the respondent, represented by 19.60% stated the provision of learning materials as a way of enhancing inclusive Education. Table 2 indicate that 1.96% represent provision of additional allowance for the SNE teachers contrary to Walker,(2010) found that incentivizing by recognizing the efforts of the educators so as to adopt the new direction could influence the adoption of inclusivity in education.

Table 2: Ways through which inclusive Education can be enhanced

Enhancing I.E	Frequency	Percentage %
Training more teachers in SNE	27	26.47
Provision of learning materials	20	19.60
Provision of conducive learning environment	26	25.49
Monitoring pupils with S.N	1	0.98
Provision of facilities	5	4.90
Provision of resources	8	7.84
Empowering stakeholders	1	0.98
Seminar/workshops to sensitive on IE	4	3.92
Funding the programmer	2	1.96
Provision of special unit	2	1.96
Provision of additional allowance for SNE Teachers	2	1.96
Employing more SNE teachers	2	1.96
Provision of other trained	2	1.96
Personnel like speech therapist, physiotherapist etc.	2	1.96
TOTAL	102	100

Source: Research data (2024)

Summary

The objective of the study was to find out the influence of funds on the implementation of inclusive education in public primary schools in Changamwe Sub-County, Mombasa County. It was found that apart from funds there were other factors that we enlisted by the respondents, that are a contributing factor to the hindrance in the adoption of IE in public primary schools. Lack of skilled personnel trained teachers in SNE was represented by 23.72% and availability of funds

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was represented by 22.03. From the findings it was evident that implementation of IE calls for joint efforts from all. That fund hinders the implementation of IE greatly too

Conclusion

Regarding the availability of the funds, the study concludes that a fund hinders the implementation of the IE in Changamwe Sub-county, Mombasa County. It was evident that implementation of IE calls for a joint effort from all stake holders. On materials and resources, the study concluded that most were not available; to cater for individual learners needs hindering the implementation of IE. The conclusion was that material resource was influencing adoption of inclusivity in education within O level academic institutions and majority of O level academic institutions did not have materials required in the pedagogy of those with special needs, the lack of physical resources that help deliver SNE to learners has resulted in the low adoption of inclusivity in education within academic institutions within Changamwe Sub-county, Mombasa County, the views of the educators regarding the special needs learners influences adoption of inclusivity of education within public O level academic institutions and that the professional training of educators indeed influences the adoption of inclusivity of education within public academic institutions.

Recommendations

In all education undertakings availability of funds is crucial. The study recommends that the CDF, NGO'S, Ministry of Education through giving of the Free Primary Education (FPE). Teachers Service Commission as well as well-wishers to join forces and aid in the implementation of IE in these public primary schools. On materials and resources as a factor influencing the implementation of IE both the head teacher and the national government being the main financier should ensure that there is adequate allocation for providing for learners with disabilities. Resources and materials cater for individual learners" needs and makes learning to be real.

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