

**SOCIO-CULTURAL FACTORS AFFECTING INCLUSION OF LEARNERS WITH  
DISABILITIES IN PUBLIC PRIMARY SCHOOLS IN MAGUMONI DIVISION,  
THARAKA-NITHI COUNTY KENYA**

**BY**

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## DECLARATION

This research project is my original work and has not been presented for award of a degree or any similar purpose in any other institutions.

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## Supervisor

This project has been submitted with my approval as university supervisor.

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## **DEDICATION**

I dedicate this project to my parents Mr. Njagi and Piera for their support, love and not giving up on me. To Amos Ndeke for your guidance and support through this proposal. To my brothers and sisters for encouraging me.

## **ACKNOWLEDGMENT**

Special gratitude to my supervisor Rose Wambui and lectures Mr. Mugambi and Mr. Gakwa for encouragement and guidance throughout my research.

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## **ABBREVIATION AND ACRONYM**

CRPD-Convention on Rights of Persons with Disabilities

CWD-Children with Disabilities

EFA-Education for All

GOK -Government of Kenya

KISE-Kenya Institute of Special Education

MOE-Ministry of Education

MOEST-Ministry of Education Science and Technology

PWD-persons with disabilities

UN-United Nations

UNESCO -United Nations Educational Scientific and Cultural and Organization

## **OPERATIONAL DEFINITIONS OF TERMS**

**Inclusion** -refers to the chances given to the persons with disabilities to participate fully in all society practices such as education opportunities, community activities, employment and others practices.

**Inclusive education** - refers to educating all learners regular and those with disabilities in a similar environment without segregation.

**Regular learners** - they are learners without any form of disabilities.

**Children with disabilities** - refer to the children with special conditions or needs which maybe life-long or temporary hindering them from normal development and functioning.

**Regular schools** -refers to schools meant for normal learners with any form of disabilities.

**Special schools** -these are schools set up to cater for the needs of learners with special cases.

**Mainstream** -refers to educating all the learners normal and challenged in the same school same environment.

**Dual stream** - refers to two categories of schools for the regular learners and challenged ones.

**Socio-cultural factors** -refers to factors rooted in the broader social and cultural context.

## **ABSTRACT**

In article 53(b) of Kenyan constitution 2010 it stipulate right to free and compulsory basic education for every child despite of their conditions, this means even those with disabilities should access education of their choice. Kenya is focusing towards providing education to all pupils, this can be hard to achieve unless the issue of inclusion of learners with disabilities is keenly looked at. There are factors that affect positively or negatively enrollment of CWDs in regular schools. The main purpose of this study will be to find out the socio-cultural factors affecting inclusion of learners with disabilities in public primary schools and their effects. Also to examine the teachers and learners attitudes towards inclusion of learners with disabilities. The study will be carried out in Public primary schools practicing inclusion in Magumoni division, Tharaka Nithi County, Kenya. The study will target ten public primary schools. The head teachers, teachers and learners will be my respondents. Target population will be 200 persons. Random and purposive sampling methods will be used to get the samples. Data will be collected using questionnaires and focused group discussion. Qualitative and quantitative methods will be used to analyze data. The findings of the study will be used to enlighten the Ministry of Education and other stakeholders in education sectors.

## **CHAPTER ONE: INTRODUCTION**

Introduction of the study has been done in this chapter. The chapter begins with background to the study problem statement, purpose of the study, objectives, research questions, significance of the study, scope of the study, limitations of the study.

### **1.1 Background to the study.**

In Kenya everyone has a right to education. Right to education is stipulated in article 53(b) of Kenyan constitution 2010 which guarantees the right to free and compulsory basic education for every child. When we talk of education it is for every individual despite of their conditions. Even those with special needs have the right to access quality education provided to other learners. Article 54 of Kenyan constitution focuses on persons with disabilities and states that the PWDs have a right to access educational institutions and facilities that are integrated into society to the extent compatible with their interests and needs (GOK, 2010). Educating persons with disabilities will help them contribute positively to the society and also reduce high dependency rate in the country.

Most of children with disabilities are out of schools because of some factors that limit them. Most of CWDs opt to stay with home or be placed at schools meant for the learners with special needs since they view themselves as inferior compared with normal learners. This is according to the interaction and assessment took towards the learners with disabilities. Most of them seemed they had issues that affected them and hence there was a need to carry out this study.

According to MC Ferran one in every ten children in Kenya and most countries in Africa has disabilities and 98% of those children we're not in school (MC Ferran 2005). Despite of Kenyan government ordering all regular schools not to reject any child many pupils with disabilities are still out of school waiting for placement in schools (MoEST 20003b). Many of CWDs not being in school and others dropping out shows they are challenges that they are facing hindering them from accessing education hence there was a necessity to investigate factors leading to this in public schools.

Article 12 of convention on Rights of persons with disabilities (CRPD) reaffirms that every person with disability has right to equal recognition everywhere as a person before the law. It

also states that State parties shall take measures to ensure PWDs on equal basis with others are able to enjoy legal capacity. The UN standard rule no. 6 also advocates for inclusive education. The Salamanca statement (UNESCO 1994) supported an inclusive approach to education. The key note of the statement was that regular public schools should accommodate all children despite of their physical, social or other special conditions. It also stated that CWDs should attend the same nearby school they would have enrolled in if they did not have any special case.

There is high advocation that all children should be educated together without segregation. Separation of learners with special needs is perceived as unacceptable. They should be educated together with other normal learners in regular schools to build their confidence and be accepted by the society as part and parcel of them. Negative attitudes, discrimination, violence towards CWDs should be thoroughly advocated for. A single system rather than a dual stream is more acceptable (Rustermier 2002).

The world conference of Education For All(EFA) also known as Jomtien Declaration states that basic education should be accessible to all and declares that needs of children with disabilities requires special attention and proper measures should be taken to ensure equal access to education to every group of PWDs as an integral part of education system (UNESC1990). Education for all means all children should access learning institutions of their choices without any limitations. Community, teachers, parents and their peers should support PWDs to access quality education.

Inclusion in various countries varies widely. Canada, Germany and Norway conquer with inclusive education. Most of children with disabilities are in regular schools. In Norway, Italy and India they are committed towards achieving inclusion hence a number of children with disabilities in special schools is decreasing while increasing in inclusive classes. (MC Carthy, 2002; Rustermier, 2002). Despite progress in access to education by learners with disabilities reported nationwide there are areas in the world with little or no progress or decline reported. (UNESCO, 2001). This shows that inclusion is still being advocated for and there some factors that are leading to the decline and they should be accessed and proper measures to be put in place to ensure effective inclusion.

Although inclusion means all the children learning together, the normal and challenged ones in similar environment some regions still practice routine of special and regular schools. In Denmark special classes we're noted to be rising (Rustermier 2002). Same case in Germany number of learners in special schools was increasing and reducing in regular schools. This shows not only in Kenya where inclusion has not been fully implemented but also many regions worldwide. This issue need to be addressed to meet the goals of policies advocating for inclusion. EFA is looking forward towards achieving inclusion but this has not been achieved. The factors limiting this should be investigated and a way of achieving inclusion is put in place. Though many countries have a policy supporting inclusion this does not mean that it is happening in lives of CWDs. This kind of segregation can lead to low enrollment, increased drop out from schools and opting to learn in special schools though the policies are fighting against this. From the information gathered there are possible factors influencing inclusion of learners with disabilities in regular public schools. This study sought to examine socio-cultural factors affecting inclusion of learners with disabilities in public primary schools in Magumoni division, Tharaka-Nithi County.

## **1.2 Problem Statement**

Although Kenya is focusing towards providing quality education to persons with disabilities in an integrated society, Article 54(GOK 2010) this can be unachievable unless proper measures are taken into consideration to ensure CWDs access basic education without discrimination. With a lot of reports that children with disabilities are out of schools and others dropping out schools or opting to attend special schools this shows there are factors leading to this either social cultural factors, economic or environmental factors. This poses a great danger to children with disabilities are and also the EFA goal of education to all. This study sought to investigate social cultural factors influence towards inclusion of learners with disabilities in public primary schools in Magumoni division, Tharaka-Nithi County.

## **1.3 Purpose of the Study**

The purpose of this study was to determine socio-cultural factors and there effects towards inclusion of learners with disabilities I in public primary schools. It was also used to establish the

trend of enrollment of CWDS in public schools so as to know if the implementation of inclusive education is progressing or not.

### 1.4 Conceptual Framework

#### Independent Variable

#### Dependent Variable

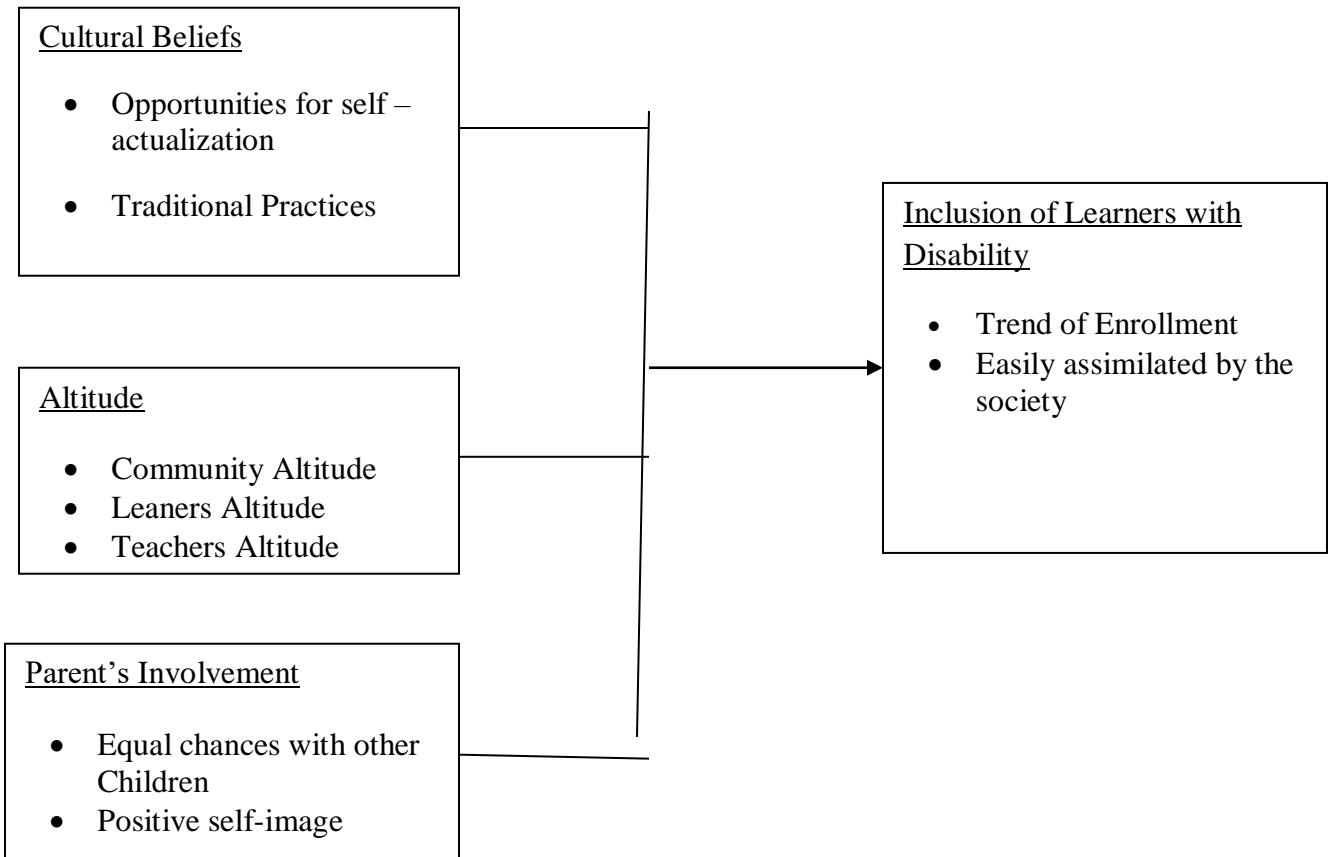


Figure1: Conceptual Framework  
Source: Author, 2020

## **1.5 Objectives of the Study**

### **1.5.1 General Objective**

To examine socio-cultural factors affecting inclusion of learners with in public primary schools in Magumoni Division, Tharaka-Nithi County.

### **1.5.2 Specific Objectives**

1. To determine the effects of socio-cultural on inclusion of learners with disabilities in public primary schools in Magumoni Division, Tharaka-Nithi county.
2. To establish teachers and learners' attitude towards inclusion of learners with disabilities in public primary schools in Magumoni Division, Tharaka-Nithi county.
3. To establish the trend of enrollment by learners with disabilities in public primary schools in Magumoni, Tharaka-Nithi county.

## **1.6 Research Questions**

The study sought to answer the following questions:

1. What are the socio-cultural factors and their effects towards inclusion of the learners with disabilities I in primary schools in Magumoni Division?
2. How do teachers' and learners' attitude affect inclusion of learners with disabilities in public primary schools in Magumoni Division?
3. How is the trend of enrollment by learners with disabilities in regular public schools in Magumoni Division?

## **1.7 Significance of the study**

The findings of this study are useful in the following ways:

The information on socio-cultural factors and their effects to the learners with disabilities will help the stakeholders of education to come up with plans to sensitize the teachers, learners and community at large the need to accept and support the inclusion. The findings on teachers and



learners' attitudes on inclusion of learners with disabilities will help the ministry of education to come up with powerful strategies to advocate for inclusion since for it to be fully implemented the school set up must accept it and support it fully. The findings on the trend of enrollment by PWDs in public primary schools will be used by stakeholders and researchers to have clear information on current nurture of the inclusive education.

### **1.8 Scope of the Study**

The study was carried out in Magumoni Division, Tharaka-Nithi County. The location was chosen because it is a highly populated locale with every kind of learners. The area is along the slopes of Mount Kenya. The area has 41 public primary schools but 10 schools will be selected for the sake of the study. The study targeted the head teachers and teachers from the selected schools in the division.

### **1.9 Limitations of the Study**

Opinions of the parents and community were of importance but locating them was difficult because of the time limit. Time also limited visiting all the 41 public primary schools. Finance constrains also hindered interrogating more respondents.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter deals with review of related literature. It begins with a brief concept of inclusion, categories of disabilities that learners have, socio-cultural factors affecting inclusion of learners with disabilities in public primary schools, teachers and learners attitude on inclusion of learners with disabilities, the trend in enrollment of learners with disabilities in public primary schools, theoretical framework and identification of knowledge gap.

### **2.2 The concept of inclusion**

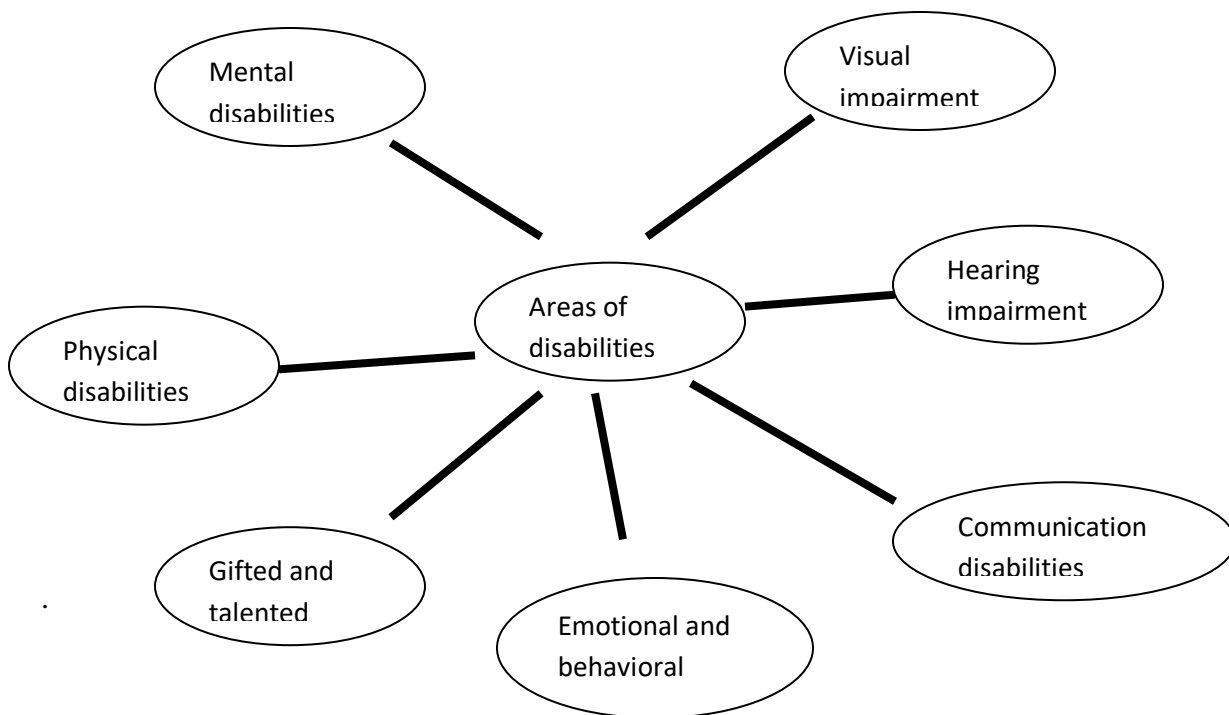
The foundation of inclusive education is based in article 53 of Kenyan constitution 2010 where right to education for everyone is stipulated. It guarantees right to free and compulsory basic education for every child despite of their special needs. Inclusion refers to educating all learners together in similar environment despite of their needs. Inclusion supports main stream rather than a dual stream.

An inclusive approach to education is emphasized by Salamanca statement (UNESCO 1994) which it's key state is that regular public schools should accommodate all children regardless of their physical, intellectual, social, emotional, and linguistic or any other conditions. It also states that CWDs should attend the neighboring school of their choices. The UN convention on the right of persons with disabilities established inclusive education as a legal right. (Mwaura 2009) states that there is a lot to be done before education for all (EFA) becomes a reality and it can fail to work unless proper measures to cater for the needs of PWDs are put into consideration.

Article 12 of the convention on rights of persons with disabilities (CRDP) endorses that equal recognition of PWDs everywhere as a person. When regular public schools adopt inclusive education, this will be the best means of curbing negative and discriminatory attitudes towards PWDs, create a welcoming communities, building an inclusive society giving the PWDs a chance to explore their potential and achieving education for all which is the EFA goal. Inclusive education therefore involves all pupils teaching together with their peers in the same environment, same teacher so as to create a greater diversity of children. Regular public schools should respond to the needs of all children and adopt their learning styles and needs.

Ferguson (1996), Ainscow (1999), Mittler (2000) strongly advocates for inclusive education. Through practicing inclusive education all pupils' capabilities will be built and this reduces the exclusion of learners. Inclusion should involve disabled, gifted, street, working children, from remote areas, cultural minorities and children from marginalized and disadvantaged areas, (UNESCO, 1994, Framework for Action on special Needs Education). The inclusive schools must recognize the needs of all children; accommodate all children, teaching strategies to ensure quality education for all. This concept shows there need for inclusive education. The researcher will aim at establishing socio-cultural factors that are affecting inclusion of CWDs in public primary schools in Magumoni Division, Tharaka-Nithi County.

### 2.2.1 Different types of disabilities according to K.I.S.E (2014)



**Figure 1 Different types of disabilities according to K.I.S.E (2014)**

### **2.3 Socio-cultural factors that affects inclusion of learners with disabilities**

Socio-cultural factors can affect the learners positively or negatively. They include community participation, cultural beliefs and social norms, teachers and learner's attitudes and parental involvement. According to Mumbi (2013) socio-cultural practices plays a vital role in influencing education. Some cultural values are obsolete and education is therefore the only agent that can bring changes. Githinji, F. W and Kanga, A (2011) some cultural practices and beliefs where some communities believes that learners with disabilities are curses or taboo and they should be segregated from other normal children. This limits the children and hence difficult to access education. This shows some parts in our societies have not fully accepted CWDs hence hindering achievement of EFA goal (2015and beyond) unless measures are taken to ensure CWDs access education and quality one they will feel rejected and discriminated and also they won't be able to explore their potential and capabilities.

According to MOE study (2015) in counties e.g. Isiolo, Kisii, TaitaTaveta, Tharaka-Nithi, parents agreed that many children with disabilities in their communities did not attend schools. They viewed them as curses or consequences of mistake made by parents. These CWDs were hidden, lack of support from parents, lack of conducive learning environment and lack of acceptance by normal persons. This shows there is a need to advocate and fight for the rights of CWDs.

MOE (2015), the assessment found that the community gave little or no support to CWDs to get education e.g. in Isiolo a CWDs was tethered in the goat's pen since that is abomination. In Kisii it is a taboo for a woman to give birth to a CWDs and she was chased away from matrimonial home. These negative attitudes limited CWDs from accessing education. It was only in Isiolo County where there was a community special school (Almasi special school) to accommodate rejected CWDs in the families.

### **2.4 Teachers and learners attitudes towards inclusion of learners with disabilities.**

Keitany, (2011) on attitude of teachers and learners towards inclusive education showed that head teachers and MOE official's views inclusive education as a good idea. Majority teachers stated that the training they got did not prepare sufficiently to meet the educational needs of learners with disabilities. It showed that most teachers did not have patient with CWDs in class.

The study recommended sensitization should be done in schools and community to eliminate negative attitude towards inclusion and more trained in SNE. Education policy Framework (2012) shortage of trained teachers in SNE, low morale on the part of the teachers, lack of teamwork and teachers ignorance on the policy. Teachers positive attitudes towards inclusion depends on their experience with PWDs. Teachers education, class size and overall workload are factors which influence teacher's attitude, (Peter, M, N and Nderitu, M, N 2014).

Hodkinson (2007) did a research to find out the views of regular learners towards those with disabilities. He found out that a child level of understanding about the nature of disability can interfere with the creation of positive attitude disability, also suggested inclusion may not reduce negative attitudes but may in fact increase negative attitude. This study will seek to find out teachers and learners towards PWDs in Magumoni Division.

### **2.5 The trend of enrollment by learners with disabilities**

The enrollment of CWDs in public primary schools varies differently in different regions. Some have high trend of enrollment while other areas the trend is low. This is as a result of factors which support enrollment or those that limits it (Celina2010). There are no specific figures on trend of inclusion in public primary schools hence posing a knowledge gap where more research is needed to be done to check on current situation of inclusive education.

### **2.6 Theoretical framework**

The study based itself on the social model of disability theory Oliver (1983). The disabled created the model themselves. This was as a result of society's perception to them and also their experience of health and welfare system which made them feel socially isolated and discriminated. The denial of opportunities, limited choices and lack of control over support systems in their lives led them to question the assumptions underlying the traditional dominance of the medical model.

According to the model disability is unequal treatment in a society where needs of people with impairment are given little or no consideration. People with impairment are disabled by the fact that they are segregated from participation in the society as a result of economic, environmental

and cultural barriers. The barriers prevent them from accessing quality education, employment and social opportunities.

The model based on economic perspective argues that people can be disabled by lack of resources to cater their needs; also the society does not support fully people with impairments. In the view of cultural perspective the social model states that the society look down at the impaired people and also have negative attitude towards disabled. This model theory can be very useful in inclusive education along cultural lines. The teachers and learners view the PWDs as abnormal and should be sent to special schools as opposed inclusive learning. This is a wrong perception because non-disabled and disabled learners should learn in an inclusive setting.

The model states that schools need to put into consideration some factors in order to support PWDs, they requires supporting equipment e.g. braille, hearing aids etc. to facilitate inclusive education. Teachers need to change their negative attitude and be educated on how to practice inclusion so as to support the PWDs. The social model of disability will be of importance to this study because implementation on inclusive education in public primary schools depends on how good socio-cultural factors are modified to meet the needs of learners with disabilities.

## **2.7 Summary of identified gaps in literature reviewed**

Although there are a lot of policies advocating for inclusive education there are a lot of factors and limitations hindering this. People with disabilities needs to be supported economically, physically and also culturally (MOE 2009). Physical facilities such as toilets, desks, learning materials should be provided to PWDs to ensure effective inclusion. Negative attitude towards them by teachers, learners and community hinders inclusion hence they should be advocated for.

The literature review the gap that there are socio-cultural, environmental and economic factors influencing implementation of inclusive education in public primary schools and thus the need for this study and also checking for trend of enrollment by learners with disabilities.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

This chapter deals with research design, study area, target population, sampling techniques, sample size, measurements of variables, research instruments, validity and reliability of instruments, data collection procedures, data analysis techniques and logistical and ethical considerations.

### **3.2 Research Design**

This study used a descriptive survey design to establish socio-cultural factors influencing inclusion of learners with disabilities in public primary schools in Magumoni Division. This is the suitable design since the researcher aimed at collecting data on conditions that already existed and ongoing. It involved collecting ideas held by respondents concerning inclusion of PWDs and collecting information on situation of other factors affecting inclusion.

(Gay, 1992; Kombo and Tromp, 2006) states descriptive research studies are designed to obtain precise information concerning the current status of a phenomenon and wherever possible to draw a valid general conclusion from the facts discovered. Survey uses questionnaires and interviews to collect information about people's attitude, beliefs, behaviors etc. The choices of design was based on that the researcher will not manipulate the variables and also data for objectives was collected and analyzed.

### **3.3 Study Area**

The study was carried out in Magumoni Division, Tharaka-Nithi County. This location is in chuka-Igambangombe constituency. Magumoni Division is on the slopes of Mt Kenya hence a very fertile lands causing the area to be highly populated. Most primary schools in this division practice inclusion hence the study based itself on ten public primary schools.

### **3.4 Target Population**

The study targeted 60 respondents constituting of head teachers and, teachers in regular public primary schools in Magumoni Division. The study was conducted in 10 primary schools practicing inclusion targeting 6 respondents per school.

### **3.5 Sampling Techniques**

The study was based in Magumoni Division because of availability of inclusive schools in the area. There are 41 public primary schools, but the study revolved around ten public primary schools. Purposive sampling technique was used to select the schools, out of 41 public primary schools teachers were randomly selected to fill the questionnaires.

### **3.6 Sample Size**

A sample is a small representative portion of a target population (Orodho 2009). Ten schools with 6 respondents each making a total of 60 respondents. One of the ten schools was used as pilot school. 1 head teacher, 5 teachers per school were selected

### **3.7 Research Instruments**

In order for the study to achieve the set objectives the researcher used questionnaires to collect data from head teachers, teachers. A questionnaire has a capability of collecting a lot of information in limited time (Orodho 2009). The questionnaire had both open ended and close ended questions. Focus group discussions was also applied where pupils with disabilities was given a total chance to express their views and any concern. They answered questions on their relations, interaction and acceptance with other regular learners.

### **3.8 Pre-testing**

Instruments of the researcher of this study were pre-tested in Kirigi primary school in Magumoni Division. It was suitable pilot school since it had similar environment with other targeted schools. The researcher visited the school and raised the concern to the respondents the intended study under guidance of the head teacher. This gave researcher opportunity to test the instruments before going to other schools.

### **3.9 Validity and Reliability of the Instruments**

Validity - (Borg and Gall 1989) states validity is the degree to which a test measures what is purport to be measuring. I.e. it is degree to which results obtained from analysis of data represents the *phenomenon* under investigation. Content validity was used to test the



questionnaires to ensure they are suitable to carry out the study. Questions that seemed contradicting I consulted my supervisor to be advised accordingly.

Reliability -refers to the degree to which a particular measuring procedure gives equivalent results over a number of repeated trials (Orodho 2004). The split half method which is administering the same instruments to two groups of respondents then comparing the two was used.

### **3.10 Data collection Techniques**

The researchers visited the target schools and brief the head teacher on the reason for the visit and the study. Through the head teacher the researcher was guided to other respondents where the questionnaires were issued to the respondents and be collected after they finish filling them. After collecting the questionnaires, the researcher had some brief moments with learners with disabilities to have a brief discussion.

### **3.11 Data Analysis**

The data collected was coded and entered in the computer for analysis (SPSS). The data from the questionnaires was analyzed using descriptive statistics such as percentages. The qualitative data that was obtained from focused group discussion was analyzed to match them with those of questionnaires. Results of data analysis was presented using percentages and distribution tables.

### **3.12 Logistical and Ethnical considerations**

The researcher sought clearance from the university to be able to carry out the research. The researcher ensured and assure the respondents that the response was private and confidential.

## CHAPTER FOUR: FINDINGS AND DISCUSSION

### 4.1 Introduction

This chapter presents the results of the study gathered from data collected in public primary schools in magumoni division. It deals with the discussion of the findings under the following sub-heading: questionnaire return rate, respondents' demographic data, and socio-cultural factors affecting inclusion of pupils with disabilities in public primary schools, teachers and learners attitude towards inclusion of learners with disabilities and the trend of enrolment by learners with disabilities in public primary schools in magumoni division.

### 4.2 Questionnaire Return Rate

The researcher printed 60 questionnaires for all respondents that is 10 for head teachers and 50 for the teachers. All the respondents were available during the study and filled the questionnaires since the researcher only gave the available respondent. No questionnaire got lost or wrongly filled hence there was 100% return rate.

### 4.3 Demographic Data

The study sought to establish respondents' demographic data. They were asked to provide answers to some questions regarding their demographic. The section will present the head teachers demographic data then the teachers.

#### 4.3.1 Head Teachers Gender

The data collected showed that there were 2 female and 8 male head teachers who participated in the study.

**Table 1**

	Frequency	Percent
Male	8	20.0
Female	2	80.0
Total	10	100.0

### 4.3.2 Head teachers work experience

**Table 2**

#### **Experience**

	Frequency	Percent
11-20	3	30.0
Over 20	7	70.0
Total	10	100.0

The table above shows 30% of the head teachers have an experience of 11-20 years and 70% had worked for over 20 years indicating that all the head teachers have encountered with learners with disabilities in their teaching career. This also shows they had the knowledge and information of the needs and factors that we're affecting inclusion of PWDS in public primary schools.

### 4.3.3 Head Teachers Education Qualification

**Table 3**

#### **Education qualification**

	Frequency	Percent
P1	2	20.0
Diploma	6	60.0
Degree	2	20.0
Total	10	100.0

The shows that 20% of the head teachers had a P1, 60% had a diploma level and 20% had a degree in education, this implies that all of them had adequate skills to teach.

#### 4.3.4 Type of School for the PWDS

10% of the head teachers viewed that PWDS should be educated in special schools while 90% supported inclusive schools for the pupils with disabilities. This **indicated** that majority of the head teachers views PWDS should be educated and be educated in regular setting together with the other normal learners, head teachers are highly supporting inclusive education.

**Table 4**

Type of school	Frequency	Percent
Special school	1	10.0
Regular	9	90.0
Total	10	100.0

#### 4.3.5 Teachers Gender

**Table 5**

Gender	Frequency	Percent
Valid Male	15	30.0
Female	35	70.0
Total	50	100.0

Out of the 50 teachers who participated in the study, 30% were male teachers and 70% were female teachers. This shows there were more female teachers than male ones. Also all the gender were represented in the study.

#### 4.3.6 Teachers working experience

**Table 6**

<b>Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-10	21	42.0
11-20	22	44.0
Over 20	7	14.0
Total	50	100.0

42% of the teachers had a working experience of between 1-10 years, 44% had worked for 11-20 years and 14% had work experience of over 20years. This shows most of the teachers have encountered and dealing with pupils with disabilities in their teaching process, it also indicates that teachers knows all the factors affecting inclusion in public primary schools.

#### 4.3.7 Teachers level of education

**Table 7**

<b>Level of Education</b>	<b>Frequency</b>	<b>Percent</b>
P1	30	60.0
Diploma	15	30.0
Degree	5	10.0
Total	50	100.0

60% of the teachers had a P1 level of education, 30% had a diploma and 10% had a degree in education which shows they had training in special needs education hence could deal with learners with disabilities.

#### 4.3.8 Type of school for the PWDs

**Table 8**

<b>Type of school</b>	<b>Frequency</b>	<b>Percent</b>
Special school	15	30.0
Inclusive	35	70.0
Total	50	100.0

30% of the teachers suggested that they should be educated in special schools while 70% suggested they should be educated in an inclusive public primary schools. This shows a higher percentage of the teachers is ready to cater for the learners with disabilities as well as normal pupils in the same classroom if support services are available.

#### 4.4 Specific Information

This section deals with general information gathered from the respondents that is head teachers and the teachers. The section will present the head teachers response and then the teachers' response.

##### 4.4.1 Head teachers response on community support

**Table 9**

<b>Community support</b>			
	Frequency	Percent	
Moderate	3	30.0	
Low	7	70.0	
Total	10	100.0	

This table shows the opinion of head teachers towards the support the community offers to support inclusion of learners with disabilities. 30% of the head teachers views that the community gives moderate support services to support inclusion of learners with disabilities in public primary schools and 70% shows there is low support of the community towards inclusion. This shows there is lack of full support from the community towards ensuring all PWDS access education which is a compulsory right. This limits inclusion of learners with disabilities in public primary schools.

##### 4.4.2 Teachers Attitude

**Table 10**

<b>Teachers' attitude</b>			
	Frequency	Percent	
High	6	60.0	
Moderate	3	30.0	
Low	1	10.0	
Total	10	100.0	

60% of the head teachers responded that teachers negative attitude has a high impact towards inclusion and 30% viewed negative attitude of the teachers towards these learners had a moderate impact while 10% said it had low impact towards inclusion. This is a clear indication that some teachers discriminate the learners with disabilities hence hindering inclusion.

#### 4.4.3 Learners Attitude

**Table 11**

<b>Learners' attitude</b>		
	Frequency	Percent
High	8	80.0
Moderate	2	20.0
Total	10	100.0

80% of the head teachers viewed that learner's negative attitude highly affected inclusion of the learners with disabilities and 20% showed it had a moderate impact. This shows the host learners are not ready to accept the learners with disabilities and support them instead they segregate themselves. This limits inclusion since the PWDS won't be comfortable in an environment where they are not loved, they are bullied, and this has also led to low self-esteem many opting to attend special schools or stay at home.

#### 4.4.4 Rate of Enrolment

**Table 12**

<b>Rate of enrolment</b>		
	Frequency	Percent
Average	2	20.0
Low	7	70.0
Very low	1	10.0
Total	10	100.0

20% of the head teachers shows that there was average rate of enrolment. 70% showed there was low rate of enrolment and 10% showed the trend of enrolment of learners with disabilities was very low in regular primary schools. This indicates there are factors which are hindering inclusion of pupils with disabilities in public primary schools hence need to sensitize the issue.

#### 4.4.5 Teachers response on community participation

Table 13

<b>Community participation</b>			
	Frequency		Percent
Very high extent	25		50.0
High extent	6		12.0
Moderate extent	10		20.0
Low extent	5		10.0
Very low extent	4		8.0
Total	50		100.0

According to the teachers 50% showed community less participation very highly affected inclusion of learners with disabilities, 12% showed it had a high effects, 20% showed it had a moderate effects, 10 % showed it affected to a low extent and 8% showed if affected to a very low extent. This is similar case as for the head teachers where the community support services were very low hence negatively affecting inclusion of learners with disabilities in public primary schools.

#### 4.4.6 Cultural Beliefs and Social Norms

Table 14

<b>Cultural beliefs and social norms</b>			
	Frequency		Percent
Very high extent	20		40.0
High extent	10		20.0
Moderate extent	8		16.0
Low extent	7		14.0
Very low extent	5		10.0
Total	50		100.0



40% of the teachers showed negative social norms and cultural beliefs had a very high effects, 20% showed it had a high impact, 16% views they had a moderate effect, 14% viewed they had a low effect and 10% showed they had a very low effects. This can be interpreted that the societal negative beliefs highly is hindering inclusion of learners with disabilities in public primary schools and there is need of sensitization to them on positive outcomes of educating every learner despite of his/her conditions.

#### 4.4.7 Learners Attitude

**Table 15**

<b>Learners' attitude</b>		
	Frequency	Percent
Very high extent	28	56.0
High extent	11	22.0
Moderate extent	5	10.0
Low extent	4	8.0
Very low extent	2	4.0
Total	50	100.0

According to the teachers response 56% viewed host learners negative attitude at a very high extent affected inclusion of learners with disabilities, 22% showed the negative attitude of host learners highly affected inclusion of learners with disabilities, 10% showed it had a moderate impact, 8% views it had low effects and 4% showed negative attitude of host learners affected in a very low extent. This indicates that majority of learners in public primary schools have not yet been educated on the need to accept and support learners with disabilities. They do not also know how to treat the learners with disabilities.

## **CHAPTER FIVE: SUMMARY CONCLUSION AND RECOMMENDATION**

### **5.1 Introduction**

This chapter deals with the summary of the study, conclusion and recommendations. It also present suggestions for further studies.

### **5.2 Summary of the Study**

The purpose of this study was to investigate the socio-cultural factors affecting inclusion of learners with disabilities in public primary schools in magumoni division, Tharaka Nithi County, Kenya. The study was guided by the following objectives ;to examine socio-cultural factors and there effects on the inclusion of pupils with disabilities in public primary schools, to establish teachers and learners attitude towards inclusion of pupils with disabilities in public primary schools and to establish the rate of enrolment by learners with disabilities in public primary schools in magumoni division.

The study targeted 10 public primary schools where inclusion was practiced in Magumoni division. 10 head teachers and 50 teachers we're targeted making a total of 60 respondents. Simple random sampling was used to select the schools and also the respondents.

The study found that socio -cultural factors such as social beliefs and norms, community participation, teachers and host learners attitude among other factors we're negatively or positively affecting inclusion of learners with disabilities in public primary school schools. But the study confined itself within socio-cultural factors affecting inclusion. The study also found out that the trend of enrolment in these schools was low due to these factors limiting inclusion.

The following we're the main findings of the study:

### **5.3 Summary of the Major Findings of the Study.**

This section presents the findings of the study based on the study objectives;

#### **5.3.1 Socio-cultural factors and there Effects on Inclusion**

It was noted that factors such as cultural beliefs, social norms and community participation negatively affected inclusion of learners with disabilities in public primary schools. The

community offered very little support services towards inclusion. According to the head teachers and the teachers most of the community members views that PWDS should be catered for in special schools and not together with the normal learners. Others believes PWDS are as a result of bad luck or curse hence restricting their children from socializing with them, others are scared by their looks.

These factors limited a lot of learners with disabilities from accessing education in public primary schools of their choice and opted to attend special schools while others opted to stay at homes due to distance where special units is offered since they were challenged.

### **5.3.2 Teachers and Learners Attitude**

According to the head teachers 60% viewed that teachers negative attitude affected inclusion of pupils with disabilities at a very high extent. Although the teachers denied this, it is a clear indication that most teachers find it difficult to handle both PWDS and regular learners in the same classroom set up. The study also found out that if correct supports services are put in place teachers are ready to cater for all learners in an inclusive setting and this call for sensitization from the stakeholders.

Both head teachers and teachers agreed that host learners had a negative attitude towards learners with disabilities. In most public primary schools most pupils do not understand the concept of inclusion and they seclude themselves from PWDS. Some bully then, neglect and offer very little or no support to these learners. This has led to low self-esteem and also contributed to drop out of pupils with disabilities. But if proper sensitization and host learners be educated on how to cope and treat PWDS some positive changes would be made.

### **5.3.3 The trend of enrolment of learners with disabilities.**

The results of the study revealed that the rate of enrolment of learners with disabilities in regular primary schools in magumoni division was low. 80% of head teachers noted it. This shows inclusion is still a matter of concern that needs to highly advocate for. It also shows Article 54((GOK) providing quality education to PWDS in an integrated society is still not meant. This is due to a lot of factors that are hindering it. And unless proper measures are undertaken PWDS

will be denied chance to access education of their choice which is a compulsory right in Kenyan constitution.

#### **5.4 Conclusion**

The general view from the findings is that inclusion of pupils with disabilities in public primary schools in Magumoni division is taking place though at a very low rate because of some factors limiting it.

Based on the findings of the study it can be concluded that public primary schools in Magumoni division are ready to cater for the learners with disabilities in an inclusive setting if support services and awareness are offered. This manifested itself in the finding the community offered little support to inclusion and also most of the people in the community had negative cultural beliefs towards pupils with disabilities. The study therefore concludes that socio-cultural factors had negative effects on inclusion in Magumoni division.

The study established that teachers and learners attitude negatively affected the inclusion of pupils with disabilities. Although some of them have a positive attitude towards pupils with disabilities, majority of them have not fully adopted to inclusive practices. Host learners seclude themselves from PWDS and avoid interacting with them while some of the teachers find it hard and a lot of work to handle both categories of learners in the same classroom set up. It can therefore be concluded that learners and teachers negative attitude affect inclusion of pupils with disabilities in public primary schools in Magumoni division.

The study established that the rate of enrolment of learners with disabilities in public primary schools in Magumoni division was low. It showed that inclusive education is not yet 100% embraced due to many factors hindering it. Therefore the EFA goal of providing education to all learners in their places of choice has not been met in Magumoni Division Tharaka Nithi County.

#### **5.5 Recommendations**

This section will deal with the recommendations made out the findings of the study. They followed research objectives which we're: to determine socio-cultural factors and there effects on inclusion of pupils with disabilities, to establish teachers and learners attitude towards inclusion

and to establish the trend of enrolment of learners with disabilities in public primary schools in Magumoni division. The following we're recommendations made:

1. Ministry of education and the stakeholders should put in place measures to sensitize the community on need to educate and also offer full support to the pupils with disabilities. They should create awareness programmes to educate the community and also rebuke negative cultural beliefs and social norms.
2. Teachers should be trained effectively how to handle all kind of learners to enhance inclusive education in public primary schools. They should also be sensitized on how to deal with pupils with disabilities.
3. The heads of schools should have counseling for the host pupils and also create awareness regarding attitudes towards pupils with disabilities. Teachers should also ensure friendly environment in classrooms.
4. Support services from parents, teachers and pupils should be advocated for to increase the rate of enrolment of learners with disabilities in public primary schools.

#### **5.6. Suggestions for further study.**

The study made the following suggestions for further studies based on the findings

- a. A study should be conducted to establish others factors affecting the inclusion of pupils with disabilities since this study confined itself to only socio-cultural factors.
- b. This study was conducted in public primary schools in Magumoni division only; the similar study should be conducted in other areas practicing inclusion for comparison.

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## APPENDICES

### Questionnaire

#### Questionnaire of Head teachers.

Personal information.

1. Gender female  male
2. Working experience 5-10 years  11-20 years  over 20 years
3. Education qualification P1  Diploma  BED
4. Where should the pwds be educated?

Special schools  Regular schools

General information.

1. To which extent does the community around your school offer support services to ensure pwds access education in an inclusive setting?

Most of them.  Few.  Very few

2. To what extent does teachers negative attitude affect inclusion of pwds?

High.  Moderate  low

3. To what extent does learners negative or positive attitude affect inclusion of pwds?

High  moderate  low

4. How would you rate the enrollment of pwds in your school?

Very high  high  Average  low.  Very low

5. Which other comment would you give in relation to inclusion of learners with disabilities.....



Questionnaires for the teachers

Personal information

1. Gender : male.  Female

2. Education qualification : P1.  Diploma  Degree

3. Working experience : 1-10years  . 11-20 years  over 20 years

4. Where should the pwds be educated?

Special schools  Inclusive schools

General information

1. To what extent do the following socio-cultural factors negatively affect inclusion of pwds in public primary schools?

High			
medi um			
low			

a. Community participation

b. Cultural beliefs and social norms

c. Learners attitude

2. What will you advice to ensure that inclusion of learners with disabilities is successful in regular primary schools?.....