



RESEARCH ARTICLE

STUDENTS WITH DISABILITIES AS DETERMINANTS OF IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KENYA: A CASE STUDY OF BUNGOMA COUNTY

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ABSTRACT

Globally, 77 million children are out of education and 25.7 million (33.4%) are those with disabilities. In Kenya 0.48 % (1,504) Students with Disabilities out of 315,000 in public secondary schools are in Inclusive Education programme. Baseline survey in Bungoma County between 2013 and 2016 indicated that 107 (0.07%) Students with Visual impairments and physical challenges are in Inclusive Education programmes compared with total of 39,122 Students with disabilities. Therefore, Statistics indicate that very few Students with Disabilities are admitted in public secondary schools in Bungoma County. 39,015 (99.93%) may not be accessing formal public secondary school education. The objective of the study was to establish the influence of Students With Disabilities on implementation of Inclusive Education in public secondary schools in Bungoma County, Kenya. The findings of the study were that Students With Disabilities accounted for 37.4% of the variance in the implementation of inclusive education as was signified by the coefficient Adjusted R Square .374. The other 62.6% was due to other factors that were not the subject of this study. The study also established that Students With Disabilities always petition school administration for assistance to fit in the school programme. Furthermore, student with Disabilities interact socially and academically well with regular students and therefore influenced implementation of Inclusive Education.

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INTRODUCTION

Poverty is perhaps the greatest challenge facing the African continent and therefore education is an instrument of empowering every citizen and is important for reducing poverty and enhancing livelihood. Globally, 77 million children are out of education and about 25.7 million of these children are those with disabilities which are about a third of the total number, while the approximate number of children with disabilities in the general population in the world is about 10% (World Vision, 2007). World Health Organization (2004) points out that 90% of children with disabilities in developing countries are out of school. This implies that developing countries where Kenya belongs are most affected by about 23.1 million children with disabilities who are not getting their basic right, which is formal education.

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According to United Nations Education Scientific and Cultural Organization (2005), Inclusion is a dynamic approach of responding positively to pupil diversity and of seeing individual differences not as a problem but opportunity for enriching learning. Inclusive education recognizes that these differences are variable and bring creativity and through them ideas are shared and experienced. In other words, inclusion is about transforming systems to be inclusive of everyone and not about inserting persons with disabilities into existing structures (United Nations Children's Educational Fund, 2009). According to Mwesigye (2013), Uganda has established a model school, "Hill Preparatory school" that has been providing Inclusive Education for the last 25 years where each child receives due attention and learners with disabilities share a lot with regular pupils in the mainstream classes. Inclusive Education emphasizes that differences and diversities in children must be respected and that no two children are the same in their learning characteristics. The aspect of learners sharing is what is unknown in the learners in Kenyan public secondary schools because this virtue is likely to promote the positive perception of learners without disabilities towards

learners with disabilities. Every Kenyan has a right to education, a right that is enshrined in the constitution. It is with this in mind that, in 2010, the government committed to providing free primary education, as well as including persons with any type of disability in education and training. In addition, the objectives of Special Needs Education in Kenya are to:

- Facilitate the development of all learners with special needs spiritually, mentally, socially and physically;
- Develop in the learners analytical and productive abilities so that they may excel in learning and in their future careers;
- Enable learners acquire a suitable basic foundation for the world of work in the context of economic and manpower needs;
- Enable learners develop positive self-concept and attitudes towards life, based on moral and religious values;
- Enable learners develop skills of coping and independent living aimed at habilitation, rehabilitation and adjustment;
- Identify and assess learners with special needs for early intervention services;
- Provide inclusion to learners with special needs in regular schools and institutions with appropriate support and related services;
- Provide learners with special needs in education with appropriate resources for learning in a barrier free environment;
- Create awareness in the community on the needs and potentials of learners with special needs so as to be more responsive to their diverse needs;
- Provide educational facilities, materials and equipment for the education of learners with special needs;
- Provide appropriate human resources for special needs education.

The objectives stated have clear focus on the implementation of Inclusive Education in our educational system, more so objective number seven, which talks about provision of inclusion to learners with special needs in regular schools and institutions with appropriate support and related services. While reporting about International Day of persons with Disabilities, Ochina (2015) emphasized the need for the people with disabilities to be included in the society. One billion people around the world are living with disabilities. According to the Kenya National Survey for Persons with Disabilities, there are more than a million persons living with disabilities in Kenya. However, far too many of them face barriers to inclusion in many key aspects of society. This includes education, transportation, and employment, social and political participation. As a result they don't enjoy access to society on an equal basis with the able. This right to participate in public life is essential to create stable democracies, active citizenship, and reduce inequality. According to Cheptoo (2016), Inclusive Education programme could not be more important given that there are more than 1.3 million people in Kenya living with a disability. According to a 2012 Draft Education policy the enrollment of learners in special institutions represented about one-third of the expected number of learners with special needs. It is such exclusion from education that perpetuates the cycle of disability and poverty. Yet given a chance, persons with disabilities are just as capable as the next person.

For instance in the year 2013, Momanyi surprised the nation after he emerged the best visually impaired student in Kenya Certificate of Secondary Education. The Nakuru Boys' High school graduate scored a mean grade of "A" minus and is now a third year student in the university. In addition the 2016 top Kenya Certificate of Primary education boy overcame hearing disorder a disability of hearing impairment to post sterling results with aggregate of 437 marks out the possible marks of 500 marks and was declared the number one pupil in the country in Kenya Certificate of Primary education in the year 2016 (Shilitsa, 2016). The Top student in the Kenya Certificate of Primary education of 2017 was also a girl from Kakamega County, a girl with albinism; she scored 457 out the possible 500 marks.

Research Objective: The research objective was to establish the influence of Students With disabilities on implementation of inclusive education in public secondary schools.

Synthesis of literature on influence of students with disabilities on the implementation of inclusive education:

Historically the treatment of people with disability has essentially been one of cruelty and misunderstanding and although people with disability have always been present in our society, for various reasons they have only become more visible in the 21st century (DePauw & Gavron, 2005). The term disability covers a wide range of different physical, psycho-social, sensory or intellectual impairments which may or may not affect a person's ability to carry out their day to day activities, including their jobs. In the medical model Persons with Disabilities are seen as the 'the problem' (Barnes, 1992). People are disabled by their impairments or difference, looking at what is 'wrong' with the person and not what they need. Disability or impairments should be 'fixed' with treatment, even when the impairment or difference does not cause pain or illness (Barnes & Mercer, 2010). By contrast, in the social model disability is viewed as "the disadvantage or restriction of activity caused by a contemporary social organization which takes no or little account of people who have impairments and thus excludes them from the mainstream of social activities" (UPIAS as cited in Barnes, 2002). This model rejects the notion of impairment as problematic, focusing instead on discrimination as the key obstacle to a disabled person's quality of living (Crow, 1996). It focuses on exclusion by the way society is organized rather than by an individual's impairment or difference. The main focus of the social model is on encouraging and forcing society to change.

Many discussions of inclusion lose track of important consideration; what the students need is to be taught. If, for any reason, the individual curricular needs of a student are not being met, the educational placement must be, re-examined. A student's learning and life needs should drive programmatic efforts and decisions (Smith & Hilton, 1994). Fortunately, curricular needs can usually be addressed within the context of the general educational classroom with commitments that are not divided. People with disability make up approximately 1 billion, or 15 per cent, of the global population (World Health Organization; World Bank, 2011). In Kenya, 3.5 per cent of the population is reported to have a disability (Ministry of Medical Services, 2010). Although Persons with Disabilities constitute a significant population, they are often subject to discrimination or exclusion from basic services such as health, education, training and work opportunities. As a result, people with disability experience poorer health, lower educational

achievements, and have fewer economic opportunities and higher rates of poverty than people without disability. In many countries, especially in the Global South, Persons with Disabilities lack access to information about policies, laws and improvements in programs and services that directly affect them. This knowledge gap perpetuates their exclusion from mainstream social services such as education. People with disability are frequently excluded from education and vocational training. It is noted that Fifty-one per cent of young boys with disability completed primary school, compared with 61 per cent of young boys without disability, based on World Health Organization surveys in more than fifty countries. In the same survey, girls with disability reported 42 per cent primary school completion compared with 53 per cent of girls without disability (World Health Organization; World Bank, 2011). The Tanzanian Ministry of Education and Vocational Training emphasizes implementation of the 2010 Act of Parliament so that people with disabilities enjoy the right to education. In the education sector, the government has introduced collective education to enable people with disability to study in normal schools and colleges (Daily News Thursday, November 7, 2013 p. 2). The efforts being taken by the Tanzanian government give hope to persons with disabilities especially in changing the negative attitudes of normal people towards persons with disabilities. The study avers to find out if the Kenyan government is doing the same especially coming up with Parliament Act that can protect persons with disabilities in the education sector so that perception by learners with disabilities and those without disabilities don't become hindrance to implementation of inclusive education.

Odhiambo (2016) points out the importance of a curriculum that emphasis on skills and talents that is currently being the talked of in the new system of education of 2.3.3 6.2. It is encouraging to hear that the review of the education system has begun. The current system only celebrates academic excellence. Research has shown that this produces "learners" unable to fully engage their intellect beyond what has been handed down to them, Employer and parents can attest to this. Despite rapid global changes, the 8.4.4 education system is still anchored on pre-independent milieu. This has defeated the objective of basic education for it does not provide the necessary skills geared towards improving the society. The system has been a stress to learners with special needs and disabilities hence the learners are likely to develop negative attitudes that may influence implementation of inclusive education negatively. Skills play a crucial role in forming creative minds; the basis of entrepreneurship. When the system starts producing individuals who excel academically and have relevant contemporary skills, we will have done justice to the younger generation. The learners with disabilities can be able to find space and comfort, especially those ones with intellectual challenge that does not dwell on the cognitive (academic) aspect of learning, with emphasis on the science, mathematics and languages but also considers affective and psychomotor domains. The perceptions of students with disabilities will greatly be boosted if the later domains are given enough emphasis. This is why this research endeavors' to find out about this system and the views of students with disabilities have about inclusive education since not all students can excel academically. Time has come for us to emulate countries like US, which invest heavily in talents and sports. Talents pay handsomely, allow our boys and girls to pursue what they love and do best which can benefit learners with disabilities hence their attitude will easily change hence

influence inclusive education positively. The mainstream media namely television, radio, and newspapers can play an important role in bridging the knowledge gap about Children with Disabilities by crafting programmes that address issues of inclusive education. Media representation of Children With Disabilities can determine perceptions, attitudes and behavior towards them. How children with disability are portrayed and the frequency with which they appear in the media has an enormous impact on how they are regarded in society. Portraying people with disability with dignity and respect in the media can help promote more inclusive and tolerant societies. Inclusion in education is critical to breaking this vicious cycle of poverty and disability. While much has been accomplished in the 15 years since the launch of the Millennium Development Goals, which set out to address extreme poverty in all its dimensions, it did not focus enough on reaching the very poorest and most excluded people. In the implementation of the new United Nation 2030 Agenda for Sustainable Development, it is critical that the voices of people with disability be heard and that action to tackle disability issues be taken.

According to Kweyu (2016), Salome Muigai contracted polio when she was six months old. The enabling home and school environment propelled her to acquire quality education she is proud of. This has enabled her to fight for the rights of the downtrodden in the country. If anyone asks Muigai how she coped with polio all these years, her answer will catch one off guard. She says that "disability is the best thing that happened to her" that is what she is likely to say. If someone had asked her that question when she was young, she would have said it was a very hard life. Not many children survived polio, and the world was not ready for it," She explains. The important thing is that Muigai was given chance and eventually worked as a member of the Constitution of Kenya Review Commission that laid the groundwork for the 2010 Supreme Law. The Constitution of Kenya Review Commission experience earned the London school of Economics Masters graduate a commonwealth consultancy in Sierra Leone ahead of its 2007 elections. The study intends to find out how many such students are given chance to excel in their career; this means being admitted in public secondary schools so that such students live their dreams. This is because all that a child with disabilities needs is acceptance and support.

Salome Muigai, does not gloss over the polio she has lived with from six months of age though. She remembers yearning to be like other children around her. However, would be playmates shunned her because she was "different". That opened her eyes to discrimination early in life and planted in her the seeds of a champion for fairness and inclusion-traits that tend to define those that are driven like her. Muigai views inclusion as tweaking the systems just a little bit to accommodate diversity and enrich the whole. The information that is not clear is whether other children who do not have disabilities are also eager to interact, share, socialize and embrace diversity with children or students with disabilities in the public secondary school. The special treatment Salome received at school taught her to uphold diversity and inclusion. She says treating people who are not the same in the same way is discrimination. "Many people think that's equality but that is what institutionalized discrimination is all about. Salome, who scored 33 out of 36 points in her Certificate of Primary Examination Certificate of Primary Education Examination by then to join Kenya High school, with invitation from three

other top schools, including Alliance Girls' credits affirmative action for her score, She repeated class two in Eldoret because the English medium project was starting and the class teacher, Isaiah Omutanyi felt Salome was too smart to miss out on it. Kenya has international and regional instruments protecting the rights of Persons With Disabilities. Among them are the United Nation Convention on the Rights of Persons with Disability and the African Charter on Human and Peoples' Rights. The Constitution of Kenya, 2010, includes provisions on Persons With Disabilities. Article 54 of the Constitution is a stand-alone article on disability which states that a person with any disability is entitled access educational institutions and facilities for persons with disability that are integrated into society. National Disability Policy of 2006 takes cognizance of the importance of awareness rising on disability and to this end states that the government shall seek to increase the levels of public awareness on the needs, aspirations and capacities of persons with disability so as to enhance their acceptance, participation and integration in society.

The Communications Authority of Kenya in response to having media that is responsive to societal needs issued a programming code in 2015 that demands that every media house should have at least 60 per cent local content in their programming. Indeed, Television channels in Kenya have allocated 52 per cent, 39 per cent and 9 per cent of their time to local, international and African content respectively (Synovate - Audiences cape Kenya Survey Research, 2012). Despite these developments, Persons With Disabilities in Kenya are rarely taken into consideration. The *Abled Differently* program features children with disability in different learning environments. It shows children in inclusive education learning environments. In one episode, Children With Disabilities who are learning at Kilimani Integrated School, which is an inclusive school, are featured. This representation helps to build positive images about Children With Disabilities in the society. Research shows that young children who are educated in a more inclusive classroom environment are much more accepting of other children with disability (Diamond, 2001; Peck, et al., 1992 Cited in Trepanier-Street., et al., 2011). Successful inclusion requires acceptance of the disability of the individual with a disability by all children both with and without disability. Recent research has found that the acceptance or rejection of an individual with a disability by children depends on the individual's characteristics and type of disability (Odom et al., 2006 Cited in Trepanier-Street., et al., 2011) and how this is presented in the media.

The language used by the *Abled differently* programme focuses on the person and not the impairment in the framing of its narrative on Children With Disabilities. For example, the story of a pupil at Kilimani Integrated School, who is a child of short stature; the terminology used in naming the pupil focuses on her person and not her disability. She is referred to as a person of short stature and not the traditional term 'dwarf'. Negative terminologies such as "disabled person, blind person, Albino" should not be used instead terminologies like "person with disability, person with visual impairment, person with Albinism" are used respectively. In cases where phrases cannot adequately describe Persons With Disabilities, the name of the person is given prominence. For example, instead of saying "deaf girl" or "blind person" the interviewee's particular names are used such as "Jane, who is Deaf" or "John, who is blind".

In addition to using the right label, Indeed, Groce (2005) argues that seeing disability on Television programmes is said to improve self-esteem to Children With Disabilities. Another common myth which is of great concern is that children with Albinism have magical powers. Focusing on Children with Albinism, at Little Rock school in Kibera, one of the teachers interviewed explained that children with Albinism are in danger because they are targeted by individuals who believe that their body parts contain some healing power. The teacher emphasizes that children with Albinism do not contain magical powers and that there is need to create more awareness to dispel this myth as a way forward (Barnes, 2010). The media can raise awareness among both persons with disability and the rest of the public about the rights of people with disability, as well as raising awareness on relevant laws and policies on disability. In addition, while there are some disability-specific media programs, like *Abled Differently*, Children With Disabilities Rarely Appear as part of Mainstream Programmes. It Is Therefore Recommended That More Programs Featuring Children With Disabilities be created and personnel responsible for program production be encouraged to attend Disability Equality Training courses.

As Oluchina (2015) puts it during the international day of people with disability, the society has a duty to increase awareness about challenges that these people face and should serve to remind us to include and support their dignity, rights and wellbeing. This information is very appropriate to students in public secondary schools who learn with these students on daily basis. The students with disabilities in the public secondary schools have to cope with the obsession with "mean score" that has killed the purpose of education. As Muthori (2016), clearly points out that it is a pity that values, morals and discipline have taken a back seat in schools to focus on the grades only. The unfortunate thing is the fact that, educators have stripped the means core of all its meaning and function and elevated it to the level of educational philosophy. When students enter form one in many schools it is imprinted in their minds that their mission for the next four years will be to improve on the scores posted by the class ahead of them. Students are made to understand that the only thing that matters in school is the mean score. Students with disabilities are likely not to cope with this situation or may not be included in the education. The situation is so bad that any visit to most schools, the one thing that catches one's eye is the targeted mean score. The targeted mean score for the particular year is prominently displayed everywhere, even though the learners with problems may not be seeing them. This affects learners with disabilities.

According to Kabendera (2012), Kagera region of Tanzania is considered as 'Land of the Superstitions' where individuals with Albinism are given the name "Omwera" which literally means a white person. The name was discriminatory to the Albinos. He continues to narrate the story during his school days as follows: "at school," I used to be a member of the school drama group and there was an albino character in one of the plays we had to perform on parents' day. The drama teacher insisted that a classmate who had a strange skin disease play the role, which depicted a bloodthirsty character that would transform himself into a ghost at night and suck peoples' blood." Mwaura nominated Member of Parliament explains that he was discriminated right from birth. The MP states that he was born in Kiambu but his father and mother disowned him due to albinism.

Therefore, according to him discrimination is common right from birth. He continues to explain that it is also hard to cope in school where ridicule from other children is common. He proceeds to reveal that poor instruction methods by teachers fail to take care of Special Educational and Social needs. In addition, Martin Wanyonyi, a nominated Member of County Assembly in Bungoma County living with albinism and Chief Executive Officer of the Albinism Empowerment Network avers that, Persons with Albinism call for acceptance and opportunities. He was speaking during the day; the world was marking an historic global commitment to fundamental human rights for Persons With Albinism. The celebration is a culmination of a long struggle by individuals and movements who believe in the worth; inherent and inalienable rights of Persons With Albinism in the face of discrimination, bizarre killings and isolation by society. Edwin Kipkosgei is another very interesting story about how persons of disabilities are treated by the communities and their family members. Kipkosgei's mother put him on the path leading to the river where thousands of cattle used to pass to and take water hoping that they would trample him to death. Mysteriously, he survived. He's lucky to be alive today. God shielded him from death. His grandmother learned of the incident and picked him (Wamuswa, 2017).

Sister Alice Chelelgo from the Catholic diocese of Eldoret took care of Kipkosgei, when she met his grandmother in 1989, advanced in age and struggling to feed him. Sister Alice offered to help at a time the community viewed Kipkosgei as a cursed child, and avoided him like a plague. Alone with a frail grandmother, he learned how to wash, cook and do everything for himself. "I learned the hard way," he said, (Wamuswa, 2017). Sister Alice and the church offered to pay his school fees marking a long journey filled with challenges in search of education. At Kobil Primary school, Kipkosgei sat alone on the desk as other pupils feared him. But the love of the teachers motivated him to stay in school. Being a boarding school, family members never turned up to pick him when they closed for holidays. The nun would come from Eldoret and take him home and accompany him to school on opening day. (Ibid, 2017). Today, he is the only one who has acquired a degree in their family. He said: "I forgave everyone. I help them whenever need arises. It is unfortunate my parents died. I would have taken care of them, "He sat for Kenya Certificate of Primary Education in 1996 and scored 479 marks out of 700 marks. Luckily for Kipkosgei, Cheshire Disability services Kenya, a non-governmental organization sponsored his secondary and university education. In 1997, he joined St. Patrick's Iten High school and sat for Kenya Certificate of Secondary Education Examinations in 2000 scoring B (Plain). Kipkosgei was admitted to Moi University to do Business Management. At one point he contemplated quitting the university because he had difficulty moving around and using facilities. He recounted, that going to lecture halls was a nightmare and that there was no ample space for him therefore he had to push and struggle with other students to learn. Luckily, he joined the university alongside seven students from his former school who aided him to move around. Kipkosgei however, felt he was a bother to them and sought help from the dean of students who assigned him a caregiver (Ibid, 2017). The above scenarios tell the challenges learners with disabilities go through especially Students with Albinism and those with Physical challenges. No wonder a Spate of killings of people with albinism have been reported in Tanzania in the last few years where the heartless killers claim that they can

make a lot of money by selling private parts of the Persons With Albinism. No known study in Kenyan public secondary schools has been done to give the picture of how Students With Disabilities are treated, hence the need for this study. On the other hand, Acent, a 25 year old student of Karen Technical Training Institute in Nairobi, Kenya who was born normal only to lose hearing at the age of four years, says he had hearing problems in primary school but didn't know he would later become deaf. He says, teachers would beat him up thinking he that was rude. This misconception and negative perceptions by the teachers was likely to be imitated by peers in the class which automatically affected the student with disabilities. According to Shilita (2016), despite negative perceptions towards students with disabilities by some people, it was a surprise to everyone when they wake up to the news of the Top Kenya Certificate of Primary Education boy who overcame hearing disorder to post sterling results. Victor Oduor, the boy who topped the 2016 Kenya Certificate of Primary Education Examination exam with 437 marks was learning at Daisy Special School for the physically handicapped in Kakamega County. Although the school was for the Physical Handicapped, the student with Hearing Impairment was admitted in the school. This is a very good example of Inclusive Education where diversity is embraced, if other schools can learn from Daisy special school from Kakamega County, then implementation of Inclusive Education will be on the right track. Unfortunately, the school is being referred to as special school. Teachers of the school reported that the student could only hear when the speaker is within one metre. This forced the boy to start using hearing aids and would always sit at the front of the class. Oduor scored 99 in Kiswahili, 97 in English, 87 in Mathematics, 83 in Social Studies and Religion and 71 in science (ibid, 2016).

However, the boy's father said that when they relocated to Kakamega, Oduor's performance was poor and he had to plead with the school head teacher who reluctantly agreed to admit him on condition that he repeats class five. This report clearly points to the fact that students with disabilities are not easily accepted for admission given that the head teacher was reluctant to admit the student in a special school who topped in Kenya Certificate of Primary Education Examination, 2016 with 437 marks out of the possible 500 marks; it may be obvious that in regular schools it may not be easy and the regular students are likely to perceive inclusive education negatively following the beliefs of teachers and more so head teachers who are role models of the student population. The performance of Oduor should a lesson to all stakeholders in public schools that students with disabilities should given chance and enabling environment to learn.

Miller Githendu Kinyanjui who is physically challenged also posted very good results in his 2016 Kenya Certificate of Primary Education Examination results despite her disability. She scored 431 out of 500. The student was in Acacia Crest primary school, which is a regular school. (Githaiga, 2016). This implies that students with special needs education and disabilities are capable of doing well academically, and what they require from the society and their peers is to be given chance and enabling environment to achieve their potential (Ibid, 2016). For the third year running, Kakamega County has produced top candidate in this year (2017) Kenya Certificate of Primary Education examination results. Goldalyn Kakuya Tanga of St. Anne Junior School (private), Lubao in Kakamega scored 455 marks out of the possible 500. The

student is among those ones living with disabilities (Albinism), but that could not stop her from topping the chart nationally. This is the reason why Inclusive Education should be encouraged by all stakeholders in education (Oduor, 2017). Another encouraging story about disability concerns Mr. Gedion Kipchumba, 27, and Ms Miriam Wawira, 31. Though born blind, Kipchumba can feed data into Excel sheets, including daily court returns and the e-dairy, he can retrieve data for court users on the court dates, and other tasks. It is a job he has been doing at the civil registry since July 2016. Then there is Miriam Wawira, who serves customers that contact the Safaricom service desk despite the fact that she does not have hands, she uses her feet to operate her computer and other gadgets at her safaricom customer care desk. While Kipchumba works at the High Court at Milimani Law Courts, Wawira's office is at Safaricom customer care centre on Mombasa Road (Ondieki & Kakah, 2017).

Nyirenda (2013), points out clearly that an education system should support learning which is acquiring new, or modifying and reinforcing existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. It does not happen all at once, but builds upon and is shaped by what we already know. In this case learning is viewed as a process, rather than collection of factual and procedural knowledge, which leads to relatively permanent change. This kind of education will change the set minds of Student with Special Needs and Disabilities who in turn enjoy learning. The research intends to reveal how learners with Special Needs and disabilities influence in the implementation of Inclusive Education.

Conceptual Framework

Orodho, (2005) defines conceptual framework as model of representation where a researcher represents the relationships between variables in the study and depicts them diagrammatically. For the implementation of Inclusive Education to succeed, various inputs must be put in place. The financing of the implementation of Inclusive Education, the human resources to run the programme, the physical resources should be made available and the influences of students both those with disabilities and those without disabilities.

Application of the Conceptual Framework: The study was based on a conceptual framework that shows the influence of Students with Disabilities implementation of inclusive education in public secondary schools. The independent variables were Students with Disabilities who were physically challenged, visually impaired and learners with hearing impairment. The conceptual framework postulates that Students with and without disabilities can participate and learn together in the same classes. It is only when Students with Disabilities are included in the learning process that we can have inclusive education implemented. Studies have shown that there are mutual benefits when the Students with Disabilities and regular students learn together in both curricular and co-curricular activities. It is the intervention and support that enable Students with Disabilities effectively participate in learning activities. Successful inclusive education occurs primarily through accepting, understanding and attending to students differences and diversity which include the physical, cognitive, academic, social and emotional (Macmanis, 2018). Macmanis (2018) contends that "the driving principle is to make all students that is, both, with and without disabilities to feel welcomed, appropriately challenged and supported in their efforts. The intervening variables which may either enhance or inhibit Students with Disabilities influence on implementation of Inclusive Education are government policies in terms of funds allocated and when disbursed to schools, physical facilities which should cater for both categories of students equitably and human resource who should pose the requisite skills of handling both Students with and without Disabilities.

MATERIALS AND METHODS

This study was based on Social Model of Disability, as discussed by Rieser (2002) and the conceptual framework that showed the relationships between independent variables namely finance, human resources, and physical resources, influences of students with disabilities and Regular Students towards the implementation of Inclusive Education as dependent variable. The study adopted descriptive survey research design. The study population included 1 Senior Assistant Director of Education, 1 County Director of Education, 1 County Education Officer in charge of Special

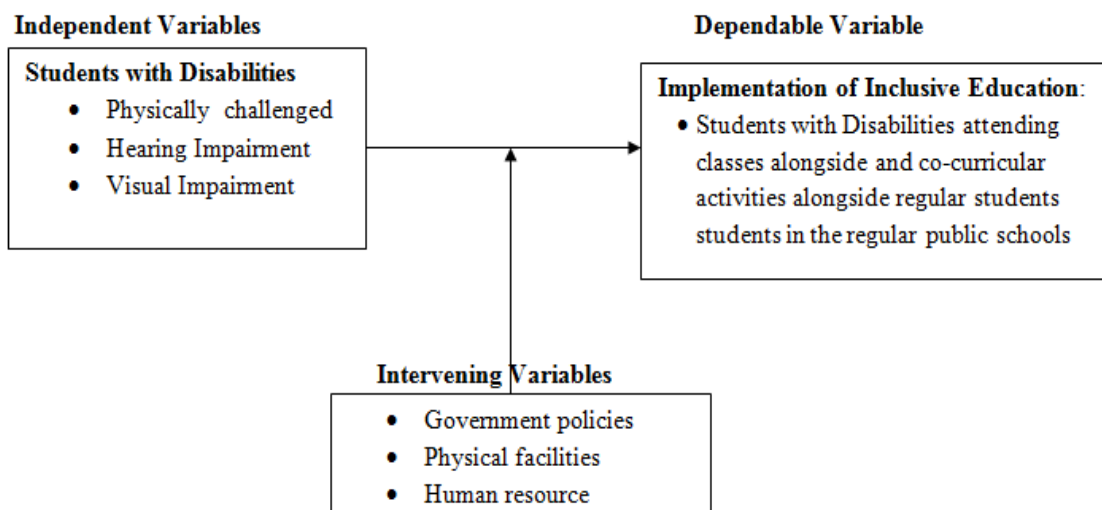


Figure 1. A Conceptual Framework showing influence of Students with Disabilities on Implementation of Inclusive Education

Needs Education, 3 Principals of Public Secondary Schools, 10 Special Education Teachers, 130 Regular Teachers, 107 students with disabilities and 2,348 Regular Students. Sample size through simple random sampling comprised 122 Regular Teachers, 54 students with disabilities and 350 regular students. Saturated sampling technique selected 1 Senior Assistant Director of Education and 1 County Education Officer in charge of Special Needs Education, 3 Principals of Public Secondary Schools, and 10 special education teachers. Research Instruments included Questionnaires, observation checklist, interview schedule and document analysis guide. To ensure face and content validity of research instruments, advice from experts in the department of Special Needs Education and Rehabilitation was sought. Reliability of instruments was established through Cronbach’s alpha and was found to be 0.773 which was high enough to meet conditions of reliability. Reliability coefficient for regular teachers questionnaire was 0.83. This was above the accepted value of 0.7. at p –value of .05. Quantitative data used closed ended questionnaires was analyzed using inferential statistics while qualitative data used open ended instruments and thereafter transcribed and organized them in thematic areas. Inferential statistics used multiple linear regression analysis to establish the influence of Students with Disabilities on implementation of Inclusive Education.

RESULTS

Research Question: The research question responded to was: What is the influence of Students With Disabilities on the implementation of Inclusive Education in public secondary schools? In order to respond to this research question, data on Students With disabilities and the status of implementation of Inclusive Education were computed using regression analysis and the results were as shown in Table 2. From Table 2, it can be noted that Students With Disabilities accounted for 37.4% of the variance in the implementation of inclusive education as was signified by the coefficient Adjusted R Square .374. The other 62.6% was due to other factors that were not the subject of this study. These finding mean that Students With Disabilities always petition school administration for assistance to fit in the school programme. Student with Disabilities interact socially and academically well with regular students and therefore influence implementation of Inclusive Education. To establish whether Students With Disabilities were significant predictors of implementation of inclusive education ANOVA was computed and the results were as shown in Table 3. From Table 3, it can be observed that Students with Disabilities was a significant predictor of the implementation of Inclusive Education.

Table 1. Kenya Certificate of Primary Education Examination 2016 Top Student’s Performance Nationally

Subject	Marks	Grades
Kiswahili	99	A
English	97	A
Mathematics	87	A
Social Studies & Religion	83	A
Science	71	B +

Table 2. Model Summary of Regression analysis of Students With Disabilities and the implementation of Inclusive Education

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig. F Change
.620 ^a	.384	.374	.66993	.384	37.114	2	119	.000

a. Predictors: (Constant), Students with Disabilities

Table 3. Analysis of Variance of Students with Disabilities and Implementation of Inclusive Education

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	33.314	2	16.657	37.114	.000 ^b
	Residual	53.408	119	.449		
	Total	86.721	121			

a. Dependent Variable: Implementation of Inclusive Education

b. Predictors: (Constant), Students With Disabilities

Table 4. Multiple Linear Regression of Students with Disabilities and Implementation of Inclusive Education

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.491	.300		4.971	.000
Student with Disabilities interact socially and academically well with regular students.	-.014	.050	-.021	-2.85	.776
Students with disabilities always petition school administration for assistance to fit in the school programme	.553	.065	.617	8.498	.000

a. Dependent Variable: implementation of inclusive education Regression Equation: $Y = \beta_0 + \beta_1 X_1$

This means that Students with Disabilities indeed influenced implementation of Inclusive Education [$F(4,117) = 37.114, p < .05$]. This was as a result of Students with disabilities always petition school administration for assistance to fit in the school programme, Student with Disabilities interact socially and academically well with regular students and therefore influence implementation of Inclusive Education. To establish the actual influence of Students with Disabilities on implementation of inclusive education, multiple linear regression analysis was computed and the results were as shown in Table 4. From Table 4 it can be observed that for every one unit increase in Students With Disabilities petition to school administration, implementation of Inclusive Education improved by .553 units.

The Regression Equation is $Y = 1.491 + .553X_1$. This model applies to the study population.

DISCUSSION

Students with disabilities constitute the determinant of the fact of inclusive education. That is, it is their inclusion and participation in education that makes education inclusive. This inclusive education means a system whereby children or students with and without disabilities participate and learn together in the same classes. This is based on the principle that when a Child With Disabilities attends classes alongside peers who do not have disabilities, good things happen. This means that when all students, regardless of any challenges they may have, are placed in age-appropriate education classes receive quality education as interventions and support enable them to be successful in the core curriculum. It is important to note that “successful inclusive education happens primarily through accepting, understanding and attending to student differences and diversity, which include the physical, cognitive, academic, social and emotional” Mc Manis (2018). She adds that “The driving principle is to make all students feel welcomed, appropriately challenged and supported in their efforts. It is also critically important that the adults are supported too. This includes the regular education teacher and the special education teacher as well as all other staff and faculty who are key stakeholders; and that also includes parents (Mcmanis, 2018). She concludes that inclusive education results in higher achievement for the students with disabilities and regular students. For instance, in 2017 the top Kenya Certificate of Primary Education pupil was a person with albinism Goldalyn Kakuya who scored 455 marks out of 500 in St. Anne Junior Lubao in Kakamega, under Inclusive Education programme (<https://www.capitalfm.co.ke/ka...>). This does not mean that there are no challenges in inclusive education. The challenges include: individual needs may not be effectively taken care of, particularly in large classes; parents are not always positive, relaxed, and supportive; and sometimes teachers and students themselves are not confident. A number of scholars have been able to show that indeed students with disabilities have an influence on implementation of inclusive education in public secondary schools. The results in the current study are in agreement with Nyirenda (2013) who states that the Tanzanian Ministry of Education, and Vocational training has emphasized the implementation of the 2010 Act of parliament about persons with disabilities. This means that the fact that there are individuals with disabilities then a government or a government department is forced to come up with some ways and means to ensure that the welfare of the people with disabilities is taken care of and hence this means that at least they are implementing inclusive education.

Other researchers approach the discourse of inclusive education by discussing the issue of curriculum. They contend that changes in the curriculum need to be effected so as to suit persons with disabilities especially while focusing on such issues as talent. Odhiambo (2016) strongly agrees with this because as he comments that the current system only “celebrates excellence” of the learners. Therefore the presence of students with disabilities in an institution of learning compels the necessary stakeholders in the education sector to come up with ways and means to cater for the needs of people with special needs. Such can be implemented through change of curriculum, that is, have an adapted curriculum. Ondiek and Kakah (2017), also report about two persons working with disability namely Mr. Gedion Kipchumba, 27, who is blind but works in the High Court registry at Milimani Law Courts, Nairobi Kenya. He uses his computer to feed data into Excel sheets, including daily court returns and either nitty gritty. Students with Disabilities have a role to play when it comes to implementation of inclusive education in a given organization and more so in public secondary schools within Bungoma County in this particular case. As shown in Table 4 of regression coefficients, the value of the coefficient for students with Disabilities interaction with regular students was - 0.014. However it must be noted that since this value is not statistically significant, it means that there is not much that can be inferred from this if a bigger population or a larger population was used in this study. Nevertheless, from Table 4 it can be observed clearly that students with disabilities have an influence on the implementation of inclusive education in secondary schools with regard to students with disabilities petitioning school administrators for assistance to fit in the school programme.

Conclusion

Students With Disabilities are the key determinants of implementation of Inclusive Education. Given the high population of Persons With Disabilities in society there is no school that claim that it is unable to enrol persons with disabilities as Students With Disabilities. Furthermore, it is proven beyond doubt that the coexistence of persons with disabilities and Regular Students creates an environment that enhances in academic achievement, Thus indeed Students with Disabilities positively and significantly influences implementation of Inclusive Education.

Recommendations

- Persons with Disability should be encouraged to enrol in schools.
- Persons With disability should be encouraged to pursue education to completion by increasing extra funding for Students With Disabilities
- Special Needs Education teachers should be motivated further to participate in implementation of Inclusive Education by increasing their allowances.
- Regular teachers should also be inducted on handling of Students With Disabilities.

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