

Influence of Socio-Cultural Factors on Inclusive Education Among Students & Teachers in Nairobi Integrated Educational Programme, Kenya

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Abstract

Although inclusive education has been recommended for implementation in Kenyan schools, attitudes are threatening to add another impediment to the development and success. The purpose of the study was to explore the influence of socio-cultural factors on inclusive education among students & teachers in integrated educational programmes in Kenya. This study adopted cross-sectional survey design. The study employed a descriptive survey design. The study was carried out in two integrated primary schools in Nairobi with a population of 887. Comprising Ministry of Education officials, (MoE), head teachers, class teachers and learners. The sampling procedure employed comprised purposive sampling for all the participants. The sample size consisted of two MoE, two headteachers, seven class teachers, 12 learners with VI and 40 sighted learners. Data was collected through the use of two instruments namely questionnaires and interview guide. For reliability purpose, the researcher used split half techniques of assessing reliability. Data was analyzed using Statistical Package for Social Sciences for Windows. The findings of this study indicated that headteachers and MoE officials view inclusive education as a good idea. However, most parents are not concerned with integration and are marginally involved. Majority of the teachers were of the view that the training they got did not prepare them adequately to meet the educational needs of learners

Keywords: Influence, Socio-Cultural Factors, Attitudes, Learners, Integrated Educational Programme.

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