

Home Based Variables Influencing Effective Implementation Of Inclusive Education In Kirinyaga West Sub-County, Kenya

Atanasia Wambui Maingi, Johannes Njagi Njoka, Josiah Kinyua Murage

Abstract

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

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

Full text: <https://www.theartsjournal.org/index.php/site/article/view/1437/684>