The Impact of Resource Availability on Educational Inclusion of Students Living with Disabilities in Public Universities in Kenya

Roseline Onego

PhD. in Public Administration and Management, Kampala International University (KIU), Kenya

Abstract: Education is a basic human right and an essential means of recognizing other privileges. One of the hurdles to access a better life for People Living with Disabilities (PLWDs) is the value of their education in comparison with their counterparts without disabilities. The inclusion of persons with disabilities is critical to the realization of international goals, notably, the Sustainable Development Goal, (SDG) which includes explicit references to PLWD. Providing effective academic services for Students Living with Disabilities (SLWDs) remains a difficult process in higher education despite the critical need. Thus, this work sought to assess the contributions of resource availability in addressing the plight of SLWDs in public universities in Kenya. Content validity was established through expert judgment while reliability was established through Cronbach Alpha. The study was founded on the Social Model (SM) and adopted cross sectional survey design. Using a sample size of 6 public universities, 6 students' leaders for SLWDS, 6 staff coordinators and 384 students living with disabilities sampled through multistage and purposive sampling. Quantitative data was collected from the SLWDs using questionnaires while qualitative data from the coordinators was collected using an interview guide. An observation guide was used for triangulation. The study findings showed that availability of resources significantly influenced the educational inclusion of the SLWDs (significance level = .049). It concludes that educational needs for SLWDs can be realized with the same rights as their counterparts without challenges if the required resources are mobilized and well allocated. The study recommended the need for the government to address the issue of resource base through consultative processes that involve the main educational stakeholders and the learners. The University management through the disability coordinators and education stakeholders need to undertake the process of providing affordable assistive technologies for the SLWDs.

Key Words: Resource availability, Educational inclusion, SLWDs, Social Model, Public Universities

I. INTRODUCTION

The Salamanca Conference emphasized on the need to prioritize funding as a mechanism for fostering the inclusion of SLWDs in higher learning and encouraged the international community to give the highest policy and budgetary priority to improve their educational systems to enable them to include all children regardless of individuals' differences and difficulties (UNESCO 1994). Research shows that there is Worldwide, dramatic decline in government subsidies to universities and in contrast an increase in student fees which have negatively impacted on the functioning of universities (Chiwandire & Vincent, 2019). It has been noted that these cutbacks in public funding resources negatively impact on equity in admission to higher education for many students, including those with disabilities in these countries.

Irrespective of where they live, persons living with disabilities (PLWDs) fail to get access to the same resources just the same way as those without disabilities (Bonaccio, Connelly, Gellatotly, Jetha and Ginis, 2019). World Health Organization report on disability (Mitra, 2021), points that more than one billion people on the planet live with disability and practically no admittance to significant services which present 15% of the entire population. However, the figure continues to rise partly due to high prevalence of chronic diseases (World Bank, 2017). Of this total, 80% live in low-income countries (WHO 2018). The United Nations report projected that one household in every four contains a disabled member. Their primary struggle is to survive and have access to basic needs (UN, 2018).

 In line with the sustainable development goals of Agenda 2030, the higher education institutions endeavor to realize the values of an accessible and inclusive higher education for all students. The number of students with disabilities in higher education is rising in several countries. Regardless of the progress in most parts of the world concerning educational access, concrete and accurate data are showing the true scale of discrimination worldwide and on a national level (UN, 2020). This is, even more, the case for education related data, a dearth of data concerning the enrollment of students with disabilities suggests that very few disabled students are enrolled in higher education institutions (Kefallinou, Symeonidou, Meijer, 2020). In developing economies, the causal relationship between disability and poverty has been attributed to systematic social and environmental barriers, which restrict the participation of PWDs (Mitra et al., 2013).

However, even though Kenya like many other developing economies has embraced disability policy instruments under the influence of international strategies, it reported that nearly 43 percent of the PLWDs in the country are illiterate. Up to 85% of poor PLWDs have not gone beyond secondary education (Kiru, 2019). Disability privileges are given under Kenya's 2010 constitution and the 2003 Persons with Disabilities Act (Rohwerder, 2020). The 2013 Basic Education Act traces needs corresponding to the arrangement of instruction for incapacitated kids, whose right to training is

ensured under the constitution. The new Sector Policy for Learners and Trainees with Disabilities upholds the standards of comprehensive instruction. Accessibility to education to SLWDs remains a dare in many public universities.

It is patent that education and the economy are intricately interlinked. University education cannot be undervalued in socio-economic advancement by having trained labor and delivering and spreading the information needed for a knowledge-driven economy (Okioga, Onsongo & Nyaboga, 2012). Thus, the need for Universities to guarantee comprehensive training can't be overemphasized. To approach business and take an interest in the economy and be independent; PLWDs need to have similar experiences as their counterparts without incapacities. Article 24 specifies that selections will observe the right of people who are abled differently who quality schooling without segregation. Subsequently, the ability to access post-secondary education, which then can help obtain a job, is the most significant privilege for individuals with disabilities, and this will also improve their living standards. The significance of post-secondary education for proper quality employment and adequate living is exhibited in post-secondary education attendance (Hayes & Bulat, 2017).

It is hard to find accurate statistics on the number of PLWDs, however, it is approximated that in 2015/2016, 2.8% that is 45,371 population were living with an impairment in Kenya (Disability Status in Kenya, 2020). KNBS, 2018 report noted that, of these, 1% had vision impairment, 0.5% hearing impairment, 0.2% speech impairment, 1.0% physical impairment, 0.4% mental impairment, 0.1% self-care impairment and 0.1% had other types of disability (KNBS, 2018). The statistics may signify a dismal proportion even though the marginalization of PLWDs may represent greater harm to humanity than the cost of realizing an equalization policy framework (Githinji, 2013).

While a greater part of the total population of PLWDs is found in the South (UNESCO, 2012, Elder, 2016), a critical larger part of disability literature comes from the North (Connell, 2011, Elder, 2016). Despite the dynamics encountered by PLWDs, Bines & Lei, (2011), reiterates that there is a scarcity of data especially concerning issues related to disability and education principally in the south, from which Kenya belongs. Various scholars identify the need for further research on this topic (Schuelka, 2018; Ochom, Mannan, Groce & Veigh, 2017).

The Kenyan government has embraced key policy choices relevant to addressing issues related to people with disabilities. Various educational frameworks mandate institutions to embrace, design, and implement strategies that support inclusive education. The 2005 policy framework for education - Session Paper No. 1 of Training and Research outlines the parameter of Kenya's educational sector as an enabler of the nation's youths. It aims at presenting quality education relevant to all children. The 2010 Constitution of Kenya comprises an explicit conclusive declaration. Article 54 (1) of the constitution provides that "An individual with any disability is entitled to access educational institutions and services for persons living with impairments that are assimilated [emphasis added] into a culture to the degree of the interests of the person. The government of Kenya distinguishes access to quality education and skills development as a fundamental right to all its citizen comprising those PLWDs.

Education is a basic human right and an essential means of recognizing other privileges. One of the hurdles to access to occupation for PLWDS is the value of their education standards especially university education in comparison with the rest of the people (Hayes, 2017). In this faith, a National Disability Policy framework in Kenya has been in place since 2006. The policy aim was to address discrepancies in service provisions and guarantee that services that are offered to other citizens are also accessible to People Living with Disabilities. The Universities Act Section 3 (1) (d) recommends equalization for all including SLWDs. It was anticipated that with clear public strategies, the educational Rights of SLWDs in Kenya would be realized. Effective implementation of the public strategies that address issues of students living with disabilities would be evidenced by the presence of an appropriate physical environment, manifested through an available educational infrastructural support system, management accountability to the process, and a responsive system. However, statistics indicate that the transition of SLWDs from secondary schools to higher learning education is slower compared to their abled counter parts. Likewise, research by Kabere (2018) indicates that in Kenya, adolescents with a disability are more likely to be out of school than those without a disability. Wawire, Elarabi and Mwanzi (2010) reported that participation of SLWD in the learning activities in Kenya's university education is poor, translating to below 0.4% of the total number of students enrolled. Insufficient infrastructure and inaccessibility of the physical environment is the vivid manifestation of most universities in Kenya (Githinji, 2013). Lack of knowledge and resources as major challenges facing institutions in the implementation of disability Strategies (Goodall et al., 2022 and Jamil, Salmi & D'Addio, 2020) thus, leading to limited quality service for delivery indicating the presence of challenges in the actualization of the Strategies. Global Partnership for Education (2018) recognizes Kenya among 175 countries that have ratified the Convention on the Rights of Persons with Disabilities. Locally, the government has taken serious strides by coming up with strategies to address the issue of people with disabilities as regards inclusion. The 1990 policy on inclusive education, The Persons with Disability Act, 2003-part 3 article 18, The Education Sector Strategic Plan 2004-2015 recognizes the obstacles facing children with disabilities and proposes a way forward. Also, the Ministry of Education embraced a national policy on Special Needs education in 2010. The interrogation of this research is whether Kenyan public universities are inclusive as required by the disability strategies. Currently, little is known about the relationship between disability-related strategies and the educational inclusion of SLWDs in universities.

Based on this context, the current study examined the role of resource availability on educational inclusion for Students Living with Disabilities in public universities in Kenya. The study aimed at establishing the role of resource availability on educational inclusion for SLWDS in public universities in Kenya.

II. LITERATURE REVIEW

Historically, challenges faced by students living with disabilities (SLWDs) in accessing higher education institutions were ascribed to inadequate public funding. The introduction of progressive funding models served to widen access to, and participation in, higher education for SLWDs. However, recent years have seen these advances threatened by funding cuts and privatization in higher education. Numerous pieces of literature have revealed that though various factors may impact on the realization of educational inclusion of SLWDS, this can be more challenging, especially in schools, districts, regions, and countries with severely limited resources (Hayes & Bulat, 2017).

The most significant ones are the monetary barriers faced by low-income students in many countries because of the high tuition fees and opportunity cost of studying, for SLWDs even extra cost for Assistive Technology. In developing economies where budgets for assistive devices are limited, funding assistance from donor agencies supporting the education sector may be an avenue for obtaining this equipment (Hayes & Bulat, 2017). According to UNESCO's Policy Guidelines for Inclusion in Education, national legal frameworks should provide resources for students with disabilities (Jamil & D'Addio, 2020).

While there is urgent need to look at higher education funding, for SLWDs, it cannot simply be addressed as part of the wider deliberation. SWLDs differ with regard to the nature of the support that they require to function optimally in their everyday living and learning environments (Chiwandire & Vincent, 2019). Consequently, this impacts on the functioning of universities. Various countries have funding policies and mechanisms to facilitate the inclusion of SLWDs in higher education institutions (HEIs), and to address their educational needs (Chiwandire & Vincent, 2019).

In The UK's higher education funding model for SWDs draws mainly on the principle of 'equality in access to education (Jamil & Anna D'Addio, 2020). Several countries among them Namibia, South Africa, Zambia, and Zimbabwe have mentioned insufficient financial resources as a primary reason for delaying the implementation of an inclusive education system (Hayes & Bulat, 2017). Funding for inclusive education, as for all education initiatives, is a substantial concern for several governments. Kenya is not exceptional, it is reported that currently, public universities are in a dreadful financial situation, with escalating debts arising from loans borrowed to finance infrastructure expansion (Okeyo, 2017). Okeyo further states that most (80%) of government funding for public universities is used to pay emoluments leaving a meager 20% for operations and maintenance. This inability has been attributed to the increased number of public universities and the government's high debt levels.

For inclusive education to be successful, there is a need for adequate financial resources. Most of the countries in the Southern part of Africa live in chronic poverty, as such, there is a scarcity of resources, and most programs are poorly funded. Nevertheless, it is not clear whether the budgetary shortage is mainly because those responsible have low regard for the importance of education to SLWDs due to the long-standing cultural stigma associated with disabilities. Governments need to strengthen their resource base so that learning institutions have the resources they need to provide effective learning experiences for students living with disabilities (Ireri, 2020 and Hayes, 2017).

Social support system is vital for academic success of any student mote so to SLWDs. The close social relationships that students experience can have positive effects on their well-being in their whole academic cycle. Social support, derived from families, friends and the academic community, can directly impact student experiences during education, with positive impacts on both wellbeing and academic success (McLean, Gaul, & Penco, 2022). This is even more of impact to success or failure to students living with disabilities and affect inclusion in higher education. Mai, Wu, and Huang, (2021) Study revealed that failure among students in higher learning to perceive social support sources reduces student's tendency of adopting positive coping strategies while students are more likely to take positive coping strategies when they perceived higher level of social support.

Likewise, individuals with a high level of perceived emotional support from family and friends can increase their tendency of adopting positive coping strategies, while a low level of perceived help from teachers, classmates and relatives, a lack of dependable friends, and communication problems with family will reduce students' tendency of adopting positive coping strategies (Mai et al., 2021) The higher the degree of perceived social support the more likely students adopt positive coping strategies, and thus improve their mental health. Relationships between social support and academic achievement, and coping skills and social skills are well documented. However, the same information is scarce especially to SLWDs.

Political will also plays a role in realizing educational inclusion of SLWDs. Addressing disability equality requires the implementation of public strategies in support of positive social change efforts. This demands a multipronged approach that includes an accessible physical and social environment that allows disabled people to take full part in society. This demands both political will and public will. According to Raile, Amber, Eric, Post and Lori (2018), political will implies when a sufficient set of decision makers with a common understanding of a particular problem on the formal agenda is committed to supporting a commonly perceived, potentially effective policy solution. On the same note, public will become significant when a social system has a shared recognition of a particular

problem and resolves to address the situation in a particular way through sustained collective action (Raile et. al., 2018).

Government efforts may often produce regulations that demand change, but social pressures, cultural norms, engrained habits, and systemic barriers can limit citizen adherence to such policies. Likewise, social change efforts driven by citizens and other nongovernmental entities may stumble if government does not support the (Rael et. al, 2018). The lack of political and public will and in disability related affairs has been mentioned for stagnation in disability issues. Struggles originating with the government often produce laws or regulations that demand change, but social pressures, cultural norms, engrained habits, and systemic barriers can limit citizen adherence to such policies. Recognizing that society's structures and norms may also imply a reflection of existing power relations, created and defined by dominant groups and which serve to maintain the status quo.

2. 1 Theoretical Perspective

Although several approaches conceptualize disability. This study was based on the Social Model (SM). The SM took off in the 1960s and the 1970s from the experiences and activism of disabled people in the UK. It was later theorized by Vic Finkelstein (1980) and launched by Michael Oliver in Western Academia in 1990 in his work; *The Politics of Disablement: A sociological approach.* The model was developed in reaction to the limitations of the medical model of disability (Retief & Letsosa, 2018). The model was refined by Oliver (1996).

The social model is based on an understanding of the linkages between the physical impairments and the way PLWDs are unnecessarily isolated and excluded from full participation in society (Lawson & Beckett; 2021) through exclusion. The model emphasizes the social part of the phenomenon which can be changed through collective efforts and actions. Prohibition is a genuine issue; brought about by the social inability to make appropriate inclusivism plans rather than the individual organic dysfunctions (Levitt; 2017). It is the general public that incapacitates individuals with hindrances, and in this way, any significant arrangements should be aimed at cultural change rather than individual changes. The disavowal of chances, the limitation of decision and self-assurance, and the absence of command over the emotionally supportive networks lead to disability (Exclusion) (Berghs, 2017).

The SM's current emphasis accurately reflects the current social conditions of PLWDs in the African Setting thus making it more suitable for the study which is based in Africa. It articulates both the intuitive idea of disability, individual conditions, physical and social conditions, and the social results of numerous inabilities (Levitt; 2017). Corresponding to improvement, it is additionally progressively perceived that disability is firmly identified with destitution and social avoidance. SM is progressively conveyed to express both the intelligent idea of handicap, individual conditions, physical and social conditions, and the social results of numerous inabilities (Bines & Lei, 2011).

SM was considered most appropriate approach for this study because most of the Persons Living with Disabilities who look for educational opportunities in vain can learn, however, exclusion is the real problem. Social disappointments to make legitimate inclusivism courses of action rather than individual organic dysfunction is the main reason behind the educational dynamics of PLWDs.

In relation to this, Darcy and Buhalis (2011) agree that disability is a social construct and is problematic to conceptualize, predominantly due to differing social and cultural contexts and changing opinions over a while. This model, therefore, fosters a positive self-image and sense of empowerment for people with disabilities thus considered best for this study. The model may also have policy implications and future research.

III. METHODOLOGY

This study adopted Pragmatism centered on assumption that within the research it is possible to adapt both positivist and interpretive positions whichever works best for the particular research question. The philosophy is well-matched with the design chosen for this study. A cross-sectional design utilized. A cross-sectional survey design was considered the best for this study because the design secures evidence concerning all prevailing situations and offers the way forward on how to take the next step having determined the current situation and what is anticipated (Saunders et al., 2016).

Sample Size

Using a sample size of 6 public universities, 6 staff coordinators for SLWDS and 6 student leaders for SLWDs, and 384 students living with disabilities were sampled through multistage and purposive sampling.

Constructions of Research Instruments

A questionnaire was embraced as the major method for data collection. A five-Likert scale was adopted. It was administered to SLWDs to gather quantitative data. A questionnaire is a formal data collection instrument that enables the researcher to measure the variables of concern (Casteel & Bridier, 2021). This method was applied because it is suitable for the non-observable form of data. Interview guide and observation. An interview guide and observation guide was used for triangulation.

Test for Reliability and Validity of the study

Cronbach Alpha for multi-point scaled items was used in the pilot study to test the reliability of the research instrument. The measure was based on standardized items at 0.729 using 29 items. A test with vigorous dependability was relied upon to show a Cronbach Alpha above 0.80. Notwithstanding, values above 0.7 are OK signs of interior consistency (Cooper & Schindler, 2011). Thus, the questionnaire was considered suitable for collecting data.

Data Collection Methods and Procedures

The researcher employed four research assistants who were tasked with a sampled university. The research assistants were directed on how to administer the instrument after which they proceeded with data collection. All the instruments were then handed to the researcher for final processing in a period not later than two days after data collection. The interviews and observations were carried out by the researcher who did it according to the schedule that she would be given before data collection

Ethical Considerations

The researcher sought research permits from NACOSTI and selected Public Universities. Respondents signed a predesigned consent form before the research assistants collected data from them. The researcher collaborated with the respondents' selected to pursue authorization to conduct the survey in the respondents' locations. This expedited the data collection process founded on clear rules, guidelines, and ethical considerations. The primary information assortment instruments for this review were questionnaires, interviews, and an observation guide.

IV. RESULTS AND DISCUSSION

The study entailed questionnaires, interviews, and participant observation to collect primary data. From a study sample of 384 SLWDs, the study obtained a response of 83%. Lavidas, Petropoulou, Papadakis, Apostolou, (2022) propose a response rate of at least 60% and for quantitative data in surveys a response rate of ≥80% is expected.

The study identified the role of resource availability by Public Universities on educational inclusion for Students Living with Disabilities (SLWDs) in Public universities in Kenya. To achieve this, the study used a questionnaire among the SLWDs to collect data that denoted the hypothesized resources.

Majority of the SLWDs 203(64%) acknowledged that they had faced challenges related to insufficient resources in educational inclusion in the universities. This was compared to 36% of the respondents who were of a different opinion as not having faced any challenges related to resources. Chiwandire and Vincent (2019) reported worldwide decline in government subsidies to universities that has adversely affected SLWDs. Modifications should not be based on the number of SLWDs in an institution. However, learners with disabilities should have full access and participate in the learning alongside their non-disabled colleagues as opined by UNESCO-IBE, (2016).

In a further inquiry, another questionnaire item was in a closed-ended form with respondents required to point out the most appealing challenge for them. With options including negative attitude, inadequate class instructions, inappropriate vocational training, and others. The collected data was analyzed and presented using figure 1.
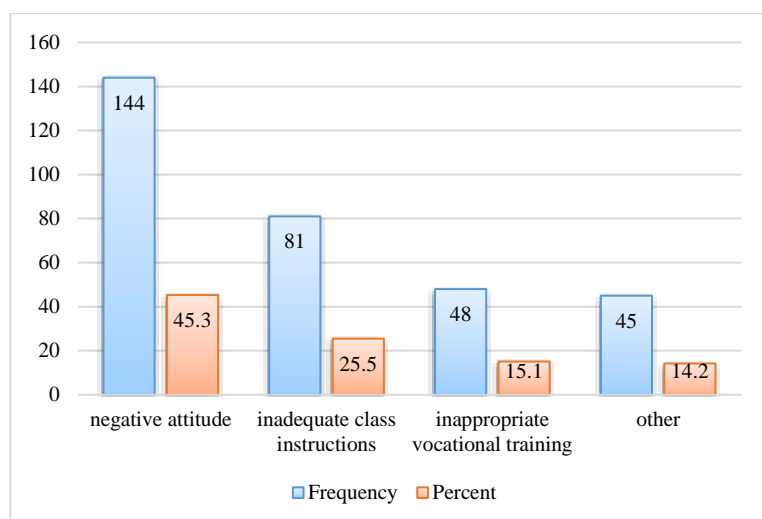

Figure 1. Challenges in educational inclusion in the universities

Resource related dynamics facing the SLWDs in educational inclusion in public universities. Figure 1 shows that the majority of the SLWDs 144(45.3%) indicated having faced challenges related to negative attitudes from the university community. SLWDS identify societal attitudes as one of the most potent and negative stressors in their lives as recognized by Hayes & Bulat, (2017) that SLWDs encounter multiple dynamics in their struggle for higher education. As long as negative attitudes persist, the rightful acceptance of people with disabilities is unlikely. This agrees with the UN (2018) report which highlighted that there still exist negative stereotypes and stigma against people living with disabilities which is most likely to affect their access to major services. Apportion of 25.5% of the respondents indicated having faced a challenge based on the inadequacy of class instructions.

Moreover, the figure shows that inappropriate vocational training was faced as a major concern by 15.1% of the SLWDs. Lastly, 14.2% of the SLWDs indicated having faced challenges based on "other" challenges. This is true that where stakeholders feel involved and are well aware of the policy development process, they support implementation. It is therefore required that all stakeholders be prepared and empowered for inclusion (Alves et. al., 2020).

This implied that while there is always a resource-related challenge facing the SLWDs in educational inclusivity, the issues vary from one aspect to another. The findings are in coherence with Maingi (2016) and The Disability Policy of the Republic of Kenya (2015), reports that identified inaccessibility of the study contents, deficiency of thoughtful and competent well-skilled staff, and lack of awareness about developments in enabling technologies to render higher education difficult to access for students with disabilities

The identification of the resource sufficiency in the inclusion of SLWDs in educational inclusion in public universities in Kenya was also examined through a correlation analysis. The first correlational analysis was between hindrances to inclusion

and challenges faced by the SLWDs. The results are presented in Table 1.

Table 1. Correlation analysis between hindrances to educational inclusion and challenges faced by the SLWDs

		1	2
1. Hindrances to inclusion	Pearson Correlation	1	.217**
	Sig. (2-tailed)		.000
	N	318	318
2. Resources availability	Pearson Correlation	.217**	1
	Sig. (2-tailed)	.000	
	N	318	318
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 2 shows that the correlation between hindrances to educational inclusion and resource availability for the SLWDs in public universities in Kenya was significant at sig level .01 (2-tailed) with r= -.217. This implied that a reduction in resource-related hindrances to the educational inclusion of the

SLWDs would increase the educational inclusion of SLWDs. The change would be significant. This is consistent with the work of Okeyo (2017) that public universities are in a dreadful financial situation. This reveals that handling the resource-related issues facing the SLWDs in educational inclusion would call for a reduction in resources related hindrances facing the educational inclusion of the learners (increase in resources required).

The interview guide with university coordinator reported this:

> *Barriers which place SLWDs at a substantial educational disadvantage compared to their non-disabled peers include bureaucratization of application processes, cuts in disability funding, means-test requirements, minimal scholarships for supporting part-time and distance learning for SWDs and inadequate financial support to meet the day-to-day costs that arise because of disability.*

In a different correlation analysis between hindrances to inclusion and the aspects of the inclusion success, the results in Table 3 were reported.

Table 3. Correlation between resources related hindrances to Educational Inclusion and Success of Inclusion of the SLWDs

			1	2	3	4	5	6	7
1	Resource hindrances to inclusion	Pearson Correlation	1						
		Sig. (2-tailed)							
		N	318						
2	Well sensitized university community	Pearson Correlation	-0.077	1					
		Sig. (2-tailed)	0.173						
		N	318	318					
3	Simple admission process for SLWD	Pearson Correlation	0.053	0.068	1				
		Sig. (2-tailed)	0.346	0.224					
		N	318	318	318				
4	SLWD access facilities	Pearson Correlation	-0.024	.346**	.165**	1			
		Sig. (2-tailed)	0.673	0	0.003				
		N	318	318	318	318			
5	Continuous improvement on disability issues	Pearson Correlation	-0.051	-0.033	.526**	.112*	1		
		Sig. (2-tailed)	0.366	0.554	0	0.046			
		N	318	318	318	318	318		
6	University networks coordinate	Pearson Correlation	0.028	.363**	.158**	.550**	-0.043	1	
		Sig. (2-tailed)	0.62	0	0.005	0	0.442		
		N	318	318	318	318	318	318	
7	Movement is comfortable	Pearson Correlation	0.068	0.011	.239**	-.155**	.301**	.185**	1
		Sig. (2-tailed)	0.226	0.846	0	0.006	0	0.001	
		N	318	318	318	318	318	318	318
**. Correlation is significant at the 0.01 level (2-tailed).									
*. Correlation is significant at the 0.05 level (2-tailed).									

Table 3 shows a correlation between hindrances to educational inclusion of the SLWDs and various aspects of the success of inclusion; Well sensitized university community (r=-.077), Simple admission process for SLWD (r= .053), SLWD access facilities (r=-.024), Continuous improvement on disability issues (r=-.054), University networks coordinate (r= .028) and

Movement is comfortable (r=.068). The correlations are weak and positive for the simple admission process for SLWD, SLWD access facilities, University networks coordination, and movement is comfortable. This implies that an increase in the resources would increase these success aspects for educational inclusion for SLWDs. Thus, the need for Governments to strengthen the resource base for learning institutions to have the resources they need to provide effective learning experiences for students living with disabilities as recommended by Ireri (2020) and Hayes (2017). On the other hand, the correlation was weak negative for the well-sensitized university community, SLWD access facilities, and continuous

improvement on disability issues. This implied that a reduction in hindrances to educational inclusion of the SLWD would cause an increase in the success of the efforts in the inclusion of learners in public universities in Kenya. However, all the correlations are insignificant at both 0.01 and .05 sig levels (2-tailed).

Lastly, a correlation between challenges faced by the SLWDs regarding educational inclusion in public universities and the success of the inclusion was conducted. The results are presented in Table 4.

Table 4 Correlation between resources related challenges faced by SLWD and Success of Inclusion

			1	2	3	4	5	6	7
1	Challenges faced	Pearson Correlation	1						
		Sig. (2-tailed)							
		N	318						
2	Well sensitized university community	Pearson Correlation	-0.026	1					
		Sig. (2-tailed)	0.649						
		N	318	318					
3	Simple admission process for SLWD	Pearson Correlation	0.01	0.068	1				
		Sig. (2-tailed)	0.863	0.224					
		N	318	318	318				
4	SLWD access facilities	Pearson Correlation	0.067	.346**	.165**	1			
		Sig. (2-tailed)	0.232	0	0.003				
		N	318	318	318	318			
5	Continuous improvement on disability issues	Pearson Correlation	0.106	-0.033	.526**	.112*	1		
		Sig. (2-tailed)	0.06	0.554	0	0.046			
		N	318	318	318	318	318		
6	University networks coordinate	Pearson Correlation	0.046	.363**	.158**	.550**	-0.043	1	
		Sig. (2-tailed)	0.418	0	0.005	0	0.442		
		N	318	318	318	318	318	318	
7	Movement is comfortable	Pearson Correlation	0.08	0.011	.239**	-.155**	.301**	.185**	1
		Sig. (2-tailed)	0.155	0.846	0	0.006	0	0.001	
		N	318	318	318	318	318	318	318
	**. Correlation is significant at the 0.01 level (2-tailed).								
	*. Correlation is significant at the 0.05 level (2-tailed).								

Table 4 shows that the correlation between challenges faced by the SLWDs in public universities and the success factors for the inclusion was weak and positive (Simple admission process for SLWD, r= .010, SLWD access facilities, r=.067, Continuous improvement on disability issues, r = .106, University networks coordinate, r= .046, and Movement is comfortable, r= .080), except for "well sensitized university community" which had a weak negative correlation (r=-.026). This implies that change positive change in challenges faced by the SLWDs would lead

to a positive change in the simple admission process, SLWD facilities access, and continuous improvement in disability issues, university network coordination, and making movement comfortable. On the contrary, this would reduce the level of university community sensitization. However, all these changes would be insignificant both at .01 and .05 significance levels (2-tailed).

V. CONCLUSION

The study concludes that resource availability significantly influences the educational inclusion of the SLWDs in public universities in Kenya. The main elements revealed in resource availability in inclusive policy realization identified were associated with insufficient funding, such as lack of political will, negative attitudes from the community, and a non-receptive social environment. The study concludes that while various strategies can be used as tools for enhancing the educational inclusion of the SLWDs in public universities in Kenya, some may realize a significant influence while others may not. The significant influence entailed sorting resource-related aspects and ensuring implementation of the set-out SLWDs strategies. Opportunities for the SLWDs to realize their academic potentials can be attained with the same rights as their counterparts without challenges if the set public strategies are well implemented consequently, inclusive engagement of relevant stakeholders in disability inclusive strategies and decision-making is essential to address the needs of SLWDs in higher institutions of learning, this will reduce inequities and increase the government's accountability.

VI. RECOMMENDATIONS

1) The Government should make a long-term commitment to surge the proportion of national wealth being invested in education overall, with more public and private expenditure being directed into the higher education system and especially education of SLWDs. There is need for the government to design university funded initiatives to identify and provide education for PLWDs and develop and deliver activities that help students through the academic pipeline.

2) The University management and close stakeholders need to undertake the process of providing affordable assistive technologies and materials for the SLWDs.

3) The dean of students' offices needs to operationalize the existing disability strategies in their respective universities and effectively implement them. This is informed by the study findings that point out strategies as significant strategy towards ensuring educational inclusion for the SLWDs in public universities in Kenya.

REFERENCES

[1] Alves S, Teixeira L, Ribeiro O, Paúl C. Examining Frailty Phenotype Dimensions in the Oldest Old. Front Psychol. 2020 Mar 26; 11:434. doi: 10.3389/fpsyg.2020.00434. PMID: 32273861; PMCID: PMC7113383.

[2] Ainscow, M. (2020) Inclusion and equity in education: Making sense of global challenges. Prospects 49, 123–134 (2020). https://doi.org/10.1007/s11125-020-09506-w

[3] Bonaccio S, Connelly CE, Gellatly IR, Jetha A, Martin Ginis KA. The Participation of People with Disabilities in the Workplace Across the Employment Cycle: Employer Concerns and Research Evidence. J Bus Psychol. 2020;35(2):135-158. doi: 10.1007/s10869-018-9602-5. Epub 2019 Jan 22. PMID: 32269418; PMCID: PMC7114957.

[4] Casteel, A., & Bridier, N., L., (2021) Describing Populations and Samples in Doctoral Student Research. International Journal of Doctoral Studies. Volume 16, 2021

[5] Cooper, D., R., & Schindler, P., S., (2011) Business Research Methods, 11th Edition, New York, Mc Graw Hill.

[6] Connell R. (2011) Southern Bodies and Disability: re-thinking concepts, Third World Quarterly, 32:8, 1369-1381, DOI: 10.1080/01436597.2011.614799

[7] Chiwandire, Desire & Vincent, Louise. (2019). Funding and inclusion in higher education institutions for students with disabilities. African Journal of Disability. 8. 10.4102/ajod.v8i0.336.

[8] Creswell, John W. and J David Creswell (2018) Research Design: Qualitative, Quantitative, and Mixed Methods Approached. 5th Edition. Thousand Oaks, CA: Sage Publication.

[9] Githinji J. W. (2013). Access To University Education For Persons With Disabilities: Towards Inclusion. Master Of Laws (LLM)

[10] Goodall, G., Mjøen, O. Horghagen, W. Kvam (2022) Barriers and Facilitators in the Transition from Higher Education to Employment for Students with Disabilities: A Rapid Systematic Review.

[11] Hayes AM, Bulat J. (2017) Disabilities Inclusive Education Systems and Strategies Guide for Low- and Middle-Income Countries [Internet]. Research Triangle Park (NC): RTI Press; 2017 Jul. Available from: https://www.ncbi.nlm.nih.gov/books/NBK554622/ doi: 10.3768/rtipress.2017. op.0043.1707

[12] Ireri, B., R., King'endo, M., Wangila, E., &Thuranira, S., (2020) Policy Strategies for Effective Implementation of Inclusive Education in Kenya International Journal of Educational Administration and Policy Studies. Vol.12 (1), pp. 28-42, January-June 2020. ISSN 2141-6656

[13] Jamil Salmi & Anna D'Addio (2020): Policies for achieving inclusion in higher education, Policy Reviews in Higher Education, DOI: 10.1080/23322969.2020.1835529.

[14] Kefallinou, Anthoula & Symeonidou, Simoni & Meijer, Cor. (2020). Understanding the value of inclusive education and its implementation: A review of the literature. PROSPECTS. 49. 1-18. 10.1007/s11125-020-09500-2.

[15] Lavidas, K.; Petropoulou, A.; Papadakis, S.; Apostolou, Z.; Komis, V.; Jimoyiannis, A.; Gialamas, V. (2022) Factors Affecting Response Rates of The Web Survey with Teachers. Computers 2022, 11, 127. https:// doi.org/10.3390/computers11090127

[16] Maingi-Lore, M., (2016) Factors influencing academic performance of students with special needs in institutions of higher learning. The case of middle level colleges in Machakos County, Kenya. MA. Research Project, UON.

[17] Rohwerder, B. (2020). Kenya Situational Analysis. Disability Inclusive Development.

[18] Schuelka, M.J. (2018). The cultural production of the 'disabled' person: Constructing student difference in Bhutanese schools. Anthropology and Education Quarterly, 49(2), 183–200.

[19] Kiru, E.W. (2019). Special Education in Kenya. Intervention in School and Clinic, 54:3, 181-188.

[20] Kabare, k. (2018). Social Protection and Disability in Kenya. Working Paper. Development Pathways.

[21] Mai, Y., Wu, Y. J., & Huang, Y. (2021). What Type of Social Support Is Important for Student Resilience During COVID-19? A Latent Profile Analysis. Frontiers in Psychology, 12. https://doi.org/10.3389/fpsyg.2021.646145

[22] Okeyo Washington (2017) Student Unrest in Public Universities in Kenya: The Nexus between Principles of Governance and Student Leadership. European Scientific Journal November 2017 edition Vol.13, No.31 ISSN: 1857 – 7881 (Print) e - ISSN 1857- 743.

[23] Okioga, C. K., Onsongo, E. N., & Nyaboga, Y. B. (2012). Quality Issues in the Expansion of University Education in Kenya, the Human Resource Challenges and Opportunities. Chinese Business Review, 11(6), 596- 605.

[24] Oliver, M. (2013). The Social Model of Disability: Thirty Years on. Disability & Society 28 (7): 1024–1026.10.1080/09687599.2013.818773

[25] Raile, Amber & Raile, Eric & Post, Lori. (2018). Analysis and action: The political will and public will approach. Action Research. 19. 147675031877266. 10.1177/1476750318772662.

[26] McLean, L., Gaul, D. & Penco, R. Perceived Social Support and Stress: a Study of 1st Year Students in Ireland. Int J Ment Health Addiction (2022). https://doi.org/10.1007/s11469-021-00710-z

[27] Mitra, S. and Yap, J. (2021). The Disability Data Report. Disability Data Initiative. Fordham Research Consortium on Disability: New York.

[28] Saunders, M., Lewis, P. and Thornhill, A. (2016). Research Methods for Business Students (7th edition). Harlow: Pearson

[29] United Nations. (2020). Policy brief: A disability-inclusive response to Covid-19.

[30] United Nations. (2018). "Convention on the Rights of Persons with Disabilities (CRPD)." Accessed 1 May 2018. https://www.un.org/development/desa/disabilities/convention-onthe-rights-of-persons-with-disabilities/preamble.html.

[31] UNESCO-IBE (2016). Reaching out to all learners: A resource pack for supporting inclusive education. Geneva: UNESCOIBE. Retrieved from: http://unesdoc.unesco.org/images/0024/002432/243279e.pdf.

[32] Wawire, V., Elarabi, N., & Mwanzi, H. (2010). Higher Education Access and Retention Opportunities for Students with Disabilities: Strategies and Experiences from Selected Public Universities in Egypt and Kenya.In D. Obst, A. Ricketts, and D. Somers (Eds.), African Higher Education collaborative. Higher Education in Africa: Equity, Access, Opportunity (pp.117-134). Newyork: The Institute of International Education.

[33] World Bank (2017). Disability-inclusive Education in Africa Trust Fund. Retrieved from: https://www.worldbank.org/en/topic/disability/brief/disability-inclusive-education-in-africa-trust-fund