

Influence of Allocated Budget on Implementation of Inclusive Education in Integrated Public Primary Schools in South Rift Region, Kenya

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ABSTRACT

This study investigated the influence of adequacy of allocated budgets by head teachers on the implementation of inclusive education in integrated primary schools in the South Rift Valley region in Kenya. The study adopted a descriptive survey research design. The target population comprised of 25 head teachers, 308 representatives of school management committees, and 308 parents' association's representatives from the 25 integrated schools in the South Rift Region, Kenya. The study was guided by Resource Based Theory propounded by Penrose (1959). Data was collected using questionnaires for head teachers and Special Needs Education teachers. Reliability was determined through test-retest method and calculated using Pearson's correlation coefficient whose reliability was 0.802. Validity was ensured through discussion with the experts (supervisors) and using questions framed in less ambiguous way. Data was analysed using descriptive statistics, correlation and regression statistics. The findings showed the existence of a positive relationship between head teachers' allocated budget and implementation of inclusive education ($r=0.759$; $p<0.05$). Most 6(38%) of the head teacher agreed that special needs learning resources are fairly adequate ($M=2.18$, $SD=0.98$). Further 7(44%) of the head teachers indicate that infrastructural facilities are very inadequate in enforcement of mainstream education in integrated public primary schools ($M=2.25$, $SD=1.34$). The study recommends that the national government should address the budget allocation deficit for in the integrated primary schools and in particular formulate a policy to cater for inclusive education. The government should allocate money to schools to help them purchase specialized equipment and assistive learning devices for learners with special needs, such as talking books, Braille readers, taking calculators, and computers for ICT in education. Additionally, the government ought to allocate more money to schools, especially those in underdeveloped areas. The head teachers should also consider techniques such as in-service coaching of teachers of special needs and also conduct sessions with parents to have them explain the traits of the students and better understand them.

Keywords: Head Teachers' Allocated Budget, Inclusive Education, Integrated Public Primary Schools

INTRODUCTION

Education is a basic right for all children, regardless of their status. The concept of inclusive education therefore aims to achieve equity, access, relevance, affordability and effectiveness of education in the community (Cahyadi, Widyastuti & Mufidah 2021). The mechanism for achieving this goal is to mobilize the resources required for normal organizational transformation, such as human expertise, physical environment, and materials. Wals and Benavot (2017) reported on campaigns for inclusive approaches to education in countries that tend to provide education for all. Developing countries like Kenya are also included. Inclusive education as a concept is based on the principle that all children with different abilities deserve equal learning opportunities, regardless of cultural, social or religious differences (Wals & Benavot, 2017). In this regard, since the 1960s, there has been a demand for a switch to education for all young

people. Ultimately this led to several UN declarations on inclusion in education (Li, 2020).

In many parts of the world, students with disabilities are educated in segregated schools that do not provide opportunities to interact with students without disabilities (Bunning et al., 2017). Because these special school opportunities are not available in all communities, children with disabilities are forced to leave their homes and families to attend these special schools. As a result, many students with disabilities and their families are faced with a choice between getting an education or joining the community. Parents and communities should therefore work to improve the local school infrastructure so that all learners can integrate. Ngulebe (2017) examines the barriers and drivers in the implementation of inclusive education and finds that misco-ordinated policies, inadequate government funding, inadequate facilities and lack of well-coordinated stakeholder cooperation are the main causes of inclusive education.

Pather (2019) focused on factors directly related to the articulation of inclusiveness policies in education. I pointed out that resources were the culprit. Allocation of funds to support activities such as seminars and teacher trainers was found to be inadequate and training was not carried out. This also limits the support and willingness of school administrators to provide such opportunities for teachers serving students with disabilities. It is therefore essential that parents and other stakeholders work together to provide resources that can contribute to the successful implementation of inclusive education.

Similarly, Keitany, Moses, and Kiprop (2020) examined the success levels of inclusion in special needs kindergartens in Kericho County and found that inadequate and inadequate teaching materials limited program success. . Omamo (2017) reached a similar conclusion for public schools. In addition, Maina (2014) explored how the development of leadership skills in school leaders impacts inclusion and concluded that development plans lacked completeness in the effective implementation of inclusive education. I was. From a budgetary allocation perspective, most schools do not have financial allocations to support the procurement of resources for special education (Mwangi, 2015).

Research conducted found that some special education institutions lacked the infrastructure to support inclusive education programs. This factor has slowed the introduction of inclusive education as there was no support for learners with special needs to receive the quality education they deserve. Researchers have since concluded that special education depended on important factors. Financial support, trained or experienced school leaders, adequately qualified teachers for special education programs, good infrastructure. These factors may be considered as determinants of successful implementation of inclusive education. Inadequate curriculum for teacher training in Kenya

Statement of the Problem

According to Dayanandan (2018), the majority of special education and OVC takes place in public schools at both primary (96.6%) and secondary (90.0%) levels. By comparison, most out-of-school children have different talents (Dayanandan, 2018). The study included random sampling in 21 districts. However, information on disability prevalence and schooling was not available for Kericho, Bomet, and Narok counties because three South Rift counties were not included in the planned sampling procedure. South Rift counties of Bomet, Narok and Kericho are also predominantly rural, given that rural children tend to have higher disability rates (60%) than urban children (40%). prevalence of disability (VSO) Gitry, 2017). Additionally, the cumulative prevalence of persons with disabilities in the three counties is 4.8%, ranking among the five with the highest prevalence of persons with disabilities in the nation (KNBS, 2019). Because financial aspects alone are never enough, this study examines the impact of budgets allocated by school principals for acquiring and maintaining resources on the implementation of mainstream education in integrated public primary schools.

Objective

This study sought to achieve the following objective:

1. To determine the influence of head teachers' budget allocation on implementation of inclusive education in integrated public primary schools in the South Rift Valley region in Kenya.

LITERATURE REVIEW

Allocating and developing resources to support improved teaching and learning is therefore a fundamental challenge for leaders. Governments cannot be solely responsible for persistent inequalities in public education, nor can they ensure that schools live up to their promise that education is the great equalizer of society, but leadership such as that of Principal Washington. Individuals, their leadership teams, and central authority leadership groups are particularly well placed to direct the allocation and use of the resources that are part of the solution to these problems. To do this, they and education policy makers need to be informed about new resource practices and how to use incentives to create conditions that support teaching and learning (Rix, Sheehy, Fletcher-Campbell, Crisp, and Harper 2013).

This funding is designed to help schools strategically set the pace of inclusive education implementation. Facilitating training of special educators on how to better interact with learners with special needs is an important step towards the implementation process (Ovadia, 2019). This can be acquired through training and seminars on working with students with special needs alongside instruction. In addition, school leaders are calling for improvements in school management training skills. This can be a guarantee of good teaching and academic success in special schools and schools that provide special education. A good strategy must be implemented and resources properly allocated to allow for a full implementation.

Maulid and Nuswantara (2021) examined the role of budgetary mechanisms and government will in implementing inclusive education. Data are collected through direct observations, interviews with 'customers' of inclusive education services and relevant policy makers. The research cited focuses on schools in Jakarta, the capital of Indonesia, and the Directorate General of Special Education of the Republic of Indonesia. In Indonesia, the introduction of the concept of inclusive education has become a complex issue, especially for government and public schools designated as inclusive schools by local governments. A teacher's motivation and professional well-being are determined by their interaction with students and their effectiveness in the classroom. In this context, many teachers are expected to play an educational role for students in the classroom regardless of their abilities or disabilities. The study also highlights the impact that appropriate budgeting mechanisms have on teacher readiness and receptivity to teaching students with disabilities.

Wangari (2015) investigated the factors that influence administrators in allocating resources to learners with special needs in a public primary school in Nairobi County, Kenya. The purpose of the study was to determine how the availability and adequacy of training and resources for school leaders in special education impact resource allocation for the implementation of the special education objectives of the study. Government allocates appropriate resources to institutions to increase efficiency and effectiveness. This study included a descriptive investigation using both qualitative and quantitative approaches. Consistent with objectives, the results of the study indicated that the financial situation of schools was not sufficient to allocate resources to special education. Many special schools have therefore turned to donors, sponsors, patrons and various NGOs to improve their special education. 91.7% of principals and 88.9% of teachers said they were financially inadequate.

Educational resources are limited, and special education resources may be severely lacking. Society's efforts to provide resources to meet specific educational needs contribute to the ever-present shortage. Economic

constraints still exist and are getting worse. Even in the field of education, it is difficult to compare one institution with another, as there is no standard way of calculating tuition fees. Kenya's special education industry has experienced significant growth, leading to an increase in current government spending. Changes in social and parental attitudes towards children with disabilities have led to a desire for additional schooling for them, leading to increased recurring government spending (Okongo et al., 2015). Resources here include important learning materials such as textbooks (for the blind), audiovisual media, and teaching materials. These materials play an important role in the success of comprehensive education. They apply their implementation to a range of academic progress and learner achievement (Okongo et al., 2015).

Theoretical Framework

This study draws from Penrose's 1959 resource-based theory, a theory that analyzes and determines the strategic advantage of financial institutions based on a survey of their distinct asset pools, expertise, capabilities, and market perceptions. Resource-based theory argues that to gain competitive advantage, an organization must establish a fit between specific internal capabilities and a changing environment (Barney 1991, 2014; Wernerfelt 1984; Grant 1991). According to this theory, each institution has unique resources and capabilities that give the business' competitors a favorable market position (Barney, 1991). Resources must be valuable, rare, unique, and difficult to duplicate or replace (Barney 1991). Amit and Schoemaker (1993) argue that a resource is anything that has the ability to produce a value-added effect. These are either physical or intangible and access to utilities leads to market dominance. Barney (1991) outlines his four dimensions that resources should have. It is something that is valuable, rare, unique, and isolated from imitations and substitutes for production advantage where practical. Institutions can only reach a certain level in each dimension. Successful implementation of inclusive education is highly dependent on resource mobilization. Hay (2003) emphasizes that inclusive education depends primarily on adequate and effective support, as inclusive education without adequate support is inclusive by default. To achieve the goals of an inclusive education system, school leaders should forge a range of partnerships with parents and funding agencies, support teachers to implement inclusive education, and help learners with different disabilities to reach their goals. Leveraging resources that facilitate mainstreaming practices is essential. With this in mind, researchers set out to identify key areas of budgets allocated to school principals to acquire and maintain resources to implement mainstream education in integrated public elementary schools.

RESEARCH METHODOLOGY

The target group consisted of 25 principals, 308 school administration board representatives, and 308 parent association representatives from 25 integrated schools in the South Rift area. A descriptive study design may be appropriate in this study, as it facilitates the collection and analysis of detailed data. Coolican (2017) uses descriptive research designs to combine data and analytical methods, complementing each method by removing biases and prejudices to justify understanding the problem. A targeted sampling technique was used to extract all 25 combined public elementary school principals. Targeted sampling is a low-probability sample selected based on features that exist within a given population and the study as a whole. School leaders, as school administrators, are automatically required for this study as they have valuable information to help implement inclusive education. Parent representatives were randomly selected for each school, with a total of 308 representatives. This study used questionnaires that were mostly quantitative in nature. Data were collected from students, school leaders, and special education teachers using questionnaires containing structured questions. Data were analyzed using descriptive statistics including mean and standard deviation, and inferential statistics included her SPSS-assisted correlation analysis and presented in tables and graphs.

Study Findings

The objective of the study sought to determine the influence of head teachers' allocated budget for resource acquisition and maintenance on the enforcement of mainstream education in integrated public primary

schools in the South Rift Valley region in Kenya. Head teachers allocated budgets included special needs resources, infrastructural facilities, capacity building and staffing.

The study sought to evaluate the influence of head teachers’ allocated budget for resource acquisition and maintenance on the enforcement of mainstream education in integrated public primary schools. Head teachers’ responses are presented in Table 4.26.

Table 1: Head teachers’ Response on Head teachers’ Allocated Budget and Enforcement of Inclusive Education Projects

Statements	VA		A		FA		I		VI		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Special Needs Learning Resources	–	–	1	6	6	38	4	25	5	31	2.18	0.98
Infrastructural facilities	–	–	5	31	1	6	3	19	7	44	2.25	1.34
Capacity building	2	13	4	25	6	38	4	25	–	–	2.25	1
Staffing	–	–	–	–	5	31	6	38	5	31	2	0.81
Counselling and psychosocial support	–	–	–	–	3	19	7	44	6	38	2.18	0.75
Rate your budget allocation	1	6	4	25	7	44	4	25	–	–	2.18	1.04

Table 1 indicates that 6(38%) of the head teacher agreed that special needs learning resources are fairly adequate (M=2.18, SD=0.98). Further 7(44%) of the head teachers indicate that infrastructural facilities are very inadequate in enforcement of mainstream education in integrated public primary schools (M=2.25, SD=1.34). Additionally, seven school leaders (44%) identified inadequate counseling and psychosocial support. In interviews with the Board, there were insufficient financial resources available as principals rarely considered purchasing special education schools, even though the government subsidized them was confirmed. Special education officials say school leaders do not take inclusive education seriously because most requests for learners with special needs are often treated as non-urgent. One of her special teachers articulated this well, saying: But every time we attend, our agenda is always pushed to her A.O.B (all other businesses). “

Head teachers’ Response Correlation Analysis between Allocated Budget and Enforcement of Inclusive Education Projects

The study sought to establish the relationship between the head teachers’ allocated budget and enforcement of inclusive education projects using Pearson correlation. The findings are presented in Table 4.27

Table 2: Correlation Analysis Head teachers’ Allocated Budget and Enforcement of Inclusive Education

		Inclusive Education	Allocated Budget
Inclusive Education	Pearson Correlation	1.000	.759
	Sig. (2-tailed)		.001
	N	16	16
Allocated Budget	Pearson Correlation	.759	1
	Sig. (2-tailed)	.001	
	N	16	16

****.** Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient $r(16) = 0.759$, $p(0.000) < 0.5$. This implies that there is a strong positive relationship between head teachers' allocated budget and enforcement of inclusive education projects. This conclusion means that project planning is important for completing school projects. This funding is designed to help schools strategically set the pace of inclusive education implementation. Facilitating training of special educators on how to better interact with learners with special needs is an important step towards the implementation process (Ovadia, 2019).

Head teachers' Response Regression Analysis on Head teachers' Allocated Budget and Enforcement of Inclusive Education

Simple Linear regression test was run to determine the predictive power of head teachers' allocated budget on enforcement of inclusive education projects as shown in Table 3

Table 3: Model Summary on Head teachers' Allocated Budget and Enforcement of Inclusive Education

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759 ^a	.576	.546	.62167
a. Predictors: (Constant), Head teachers' Support				

Table 3 shows R Square of 0.576 implying that head teachers' allocated budget is determined 57.6% variation in enforcement of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that head teachers' allocated budget is a significant predictor of enforcement of inclusive education projects. The findings imply that there has been adequate as well as proper utilization of resources allocated for implementation of inclusive education.

Table 4: Relationship between Head teachers' Allocated Budget and Enforcement of Inclusive Education Projects

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	7.362	1	7.362	19.049	.001 ^b
	Residual	5.411	14	.386		
	Total	12.773	15			
a. Dependent Variable: Enforcement of Inclusive Education						
b. Predictor: Head teachers' Allocated Budget						

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how head teachers' allocated budget influences enforcement of inclusive education projects. The researcher further sought to establish the level at which introduction of head teachers' allocated budget influences enforcement of inclusive education projects. The results are shown in Table 5

Table 5: Coefficients on Head teachers' Allocated Budget

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.727	.489		1.487	.159
	Allocated budget	.929	.213	.759	4.364	.001
a. Dependent Variable: Enforcement of Inclusive Education						

From Table 5 results, it was observed that holding head teachers’ allocated budget to a constant zero, enforcement of inclusive education projects would be at 0.727. Thus a unit increase in head teachers’ allocated budget would lead to increase in enforcement of inclusive education projects by 0.929 units. Table 6 shows results on teachers’ on influence of head teachers’ allocated budget on enforcement of inclusive education projects.

Teachers’ Response on Head teachers’ Allocated Budget and Enforcement of Inclusive Education Projects

The study sought to establish the views of teachers’ on influence of head teachers’ allocated budget on enforcement of inclusive education projects. Teachers’ responses are presented in Table 6 .

Table 6: Teachers’ Response on Head teachers’ Allocated Budget and Enforcement of Inclusive Education Projects

	VA		A		FA		I		VI			
Statements	F	%	F	%	F	%	F	%	F	%	Mean	Stdv
Special Needs Learning Resources	28	33	–	–	23	27	35	41	–	–	2.75	1.28
Infrastructural facilities	25	29	–	–	26	30	25	29	10	11	3.58	1.25
Capacity building	21	24	26	30	6	7	33	38	–	–	2.59	1.19
Staffing	29	34	9	11	29	34	29	34	–	–	2.65	1.15
Counselling and psychosocial support	–	–	3	4	43	50	19	22	21	24	1.86	0.90
Rate your budget allocation	–	–	–	–	42	49	26	30	18	21	2.36	.78
(n=86, Average Mean=2.12)												

From Table 6 it can confirmed that 35(41%) of teachers agreed that special needs learning resources are inadequate (M=2.75, SD=1.28) .This implies that allocation towards are not adequately financed. Moreover, 25(29%) of teachers indicated that infrastructural facilities are inadequate (M=3.58, SD=1.25). However, 29(34%) of the teachers agreed that staffing of special needs is adequate (M=2.65, SD=1.15). It is also worth noting that 43 (50%) of Counselling and psychosocial support is inadequate (M=1.86, SD=0.90). One board member interviewed recalled the principal’s objection to building a classroom with a ramp simply because the school had three students with disabilities. On another occasion, the administration built toilets for students with disabilities without technical advice from experts. In the end, the toilet was left unused due to poor design. These results may indicate that school leaders have negative attitudes due to lack of training in special education, which is reflected in demographics.

Teachers’ Response Correlation Analysis on Head teachers’ Allocated Budget and Completion of School Projects

The study sought to establish the relationship between head teachers’ allocated budget and enforcement of inclusive education projects using Pearson correlation. The findings are presented in Table 7.

Table 7: Correlation Analysis Head teachers’ Allocated Budget and Completion of School Projects

		Inclusive Education	Allocated Budget
Inclusive Education	Pearson Correlation	1	.267
	Sig. (2-tailed)		.013
	N	86	86

Allocated Budget	Pearson Correlation	.267	1
	Sig. (2-tailed)	.013	.
	N	86	86
**. Correlation is significant at the 0.01 level (2-tailed).			

The correlation coefficient $r = 0.267$, $p(0.000) < 0.5$. This implies that there is a strong positive relationship between head teachers' allocated budget and enforcement of inclusive education projects. This implies that as project planning increases, completion of school projects goes up. This conclusion means that project planning is important for completing school projects. However, in order to improve project completion rates, the aspect of communicating project details needs to be improved. Hayes and Bulat (2020) found that while curricula and processes are changing, strategic plans for inclusive education are being developed. However, the provision of special facilities is limited to a few schools for various disabilities.

Teachers' Response Regression Analysis on Head teachers' Allocated Budget and Completion of School Projects

Simple Linear regression test was run to determine the predictive power of head teachers' allocated budget on enforcement of inclusive education projects as shown in Table 8.

Table 8: Model Summary on Head teachers' Allocated Budget and Completion of School Projects

.Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.267 ^a	.072	.060	0.59611

Predictor: Enforcement of Inclusive Education

Table 8 shows R Square of 0.072 implying that head teachers' allocated budget is determined 7.2% variation in enforcement of inclusive education projects. Further analysis indicated ANOVA result of P-value of $0.00 > 0.05$ implying that head teachers' allocated budget is a significant predictor of enforcement of inclusive education projects.

Table 9: Relationship between Head teachers' Allocated Budget and Enforcement of Inclusive Education Projects

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.229	1	2.229	6.471	.013 ^b
	Residual	29.849	84	.355		
	Total	32.149	85			
a. Dependent Variable: Enforcement of Inclusive Education						
b. Predictor: Head teachers' Allocated Budget						

The probability value of $p < 0.00$ indicates that the regression relationship was significant in predicting how head teachers' allocated budget influences enforcement of inclusive education projects. Moreover, the study sought to establish the level at which introduction of head teachers' allocated budget influences enforcement of inclusive education projects. The results are shown in Table 10.

Table 10: Coefficients of Head teachers’ Allocated Budget

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.263	.208		12.684	.000
	Allocated budget	.237	.093	.267	2.544	.013

a. Dependent Variable: Enforcement of Inclusive Education

From Table 10 results, it was observed that holding head teachers’ allocated budget to a constant zero, enforcement of inclusive education projects would be at 2.263. Thus, a unit increase in head teachers’ allocated budget would lead to increase in enforcement of inclusive education projects by 0.237 units.

The findings of this study were neutral, suggesting that variables other than government funding influence the implementation of inclusive education. Since the government has been subsidizing her education since 2003, many respondents feel that these funds need to be used wisely to promote openness and accountability in education funding. Resources here include important learning materials such as textbooks (Braille for the blind), audiovisual media, and teaching materials. These materials play an important role in the success of comprehensive education. They apply their implementation to a range of academic progress and learner achievement (Okongo et al., 2015; Amod, 2020).

Additionally, it is crucial that mainstreaming culture succeed at every institution in order to accommodate everyone. All heads are anticipated to have a significant impact on the full implementation of comprehensive education with strong administrative influence and support. To ensure that they are fully equipped to manage kids with disabilities, special needs teachers must undergo training. Head teachers might think about assisting with teacher trainings and seminars as a way to support their colleagues. Encourage the teachers to use unconventional approaches like the learner-centered approach rather than the more traditional teacher-centered approach.

CONCLUSION

In accordance with government policy, support must be given to enable head teachers to completely implement comprehensive education in their schools. Additionally, it is important to direct and evaluate the head teachers’ strategies to make sure they are effective. Support for special needs training, government budget allocation, cooperation with other organizations, and cooperation with the parents of the special needs kids are additional factors that were noted in this study. All stakeholders must be continually and urgently made aware of the importance of implementing comprehensive education. Everyone who is a part of the comprehensive education community is expected to be aware of the nature of the system being implemented and to pledge to participate actively in it.

Comparing other studies, a specific approach in management strategy should enable successful transition and complete comprehensive training. Providing and supporting the infrastructure is also necessary to more easily influence the implementation of inclusive education systems. This should be part of the budget allocation to such schools to ensure learner participation. A continuous and sustainable implementation approach also requires multiple meetings with affected stakeholders to ensure reproducibility of results and performance in the academic output of the system.

RECOMMENDATIONS

The central government should address budget allocation to the education sector, especially policies to

promote inclusive education. Governments should fund schools to help purchase special equipment for students with special needs, such as audiobooks, Braille readers, calculators and computers for ICT during class. In addition, governments should allocate more funds to schools, especially those in developing regions.

Public schools should receive CDF and LATF funding to support development projects that involve the construction of well-planned buildings. In that sense, teacher training and support from the administrative side for equipment and infrastructure are issues. School leaders should also consider techniques such as in-service guidance for special education teachers and conduct sessions with parents to explain and better understand student characteristics.

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