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**INFLUENCE OF INSTITUTIONAL FACTORS ON ACCESS TO EDUCATION FOR
CHILDREN WITH LEARNING DISABILITIES IN PUBLIC PRIMARY SCHOOLS IN
NAIROBI COUNTY**

VIRGINIA MWANGI (148507)



**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF
MASTER OF BUSINESS ADMINISTRATION OF STRATHMORE UNIVERSITY**

APRIL 2024

DECLARATION

I declare that this project is my original work and has not been previously submitted and approved by Strathmore University or any other Institution for the award of a degree. To the best of my knowledge and belief; this project is original and borrowed materials has been done with due reference.

VIRGINIA MWANGI

(148507)

Sign...  Date.....April 2024

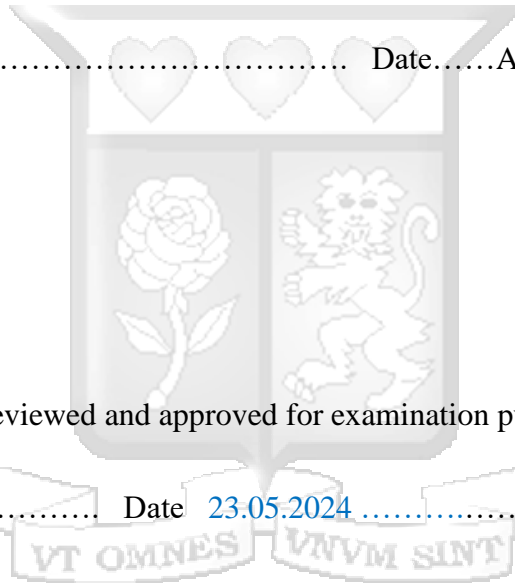
Approval

This Dissertation has been reviewed and approved for examination purposes.

Sign...  Date 23.05.2024

Dr. Everlyne Makhanu

Supervisor, Strathmore University



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First, I would like to thank God for giving me the capability to proceed with this research project. I would also like to appreciate my daughters Maya, Malia and especially Malika for the inspiration and further express my gratitude to my supervisor for her guidance and support throughout the development of this research work.



ABSTRACT

In Kenya, basic education is an equal right meant to be enjoyed by everyone. However, most children with disabilities are unable to access this right. This study focused on establishing the influence of institutional factors on access to education for children with learning disabilities in public primary schools in Nairobi County. Based on institutional theory, the study specifically analysed the effect of infrastructure, human resource, management and curriculum factors and how they affect the access to education for children with learning disabilities. A descriptive correlational research design in this study. The sample respondents for the study were 225 principals drawn from public primary schools in Nairobi County. Structured questionnaires were applied in the data collection process with quantitative techniques adopted in the analysis through descriptive and inferential tests. The findings revealed that institutional factors including infrastructural factors, human resources factors, management factors, and curriculum factors had positive correlation with the access of education by the children with disabilities. The study recommends for development and implementation of strategies to improve teacher-student ratios, such as hiring additional staff to provide more individualized support to children with learning disabilities. The study also recommends a strengthening of school management structures to ensure effective coordination and support for initiatives aimed at promoting inclusive education. Finally, the study recommends provision of training and resources for teachers to effectively implement personalized and inclusive teaching methods that accommodate the diverse learning styles and abilities of children with learning disabilities.

Keywords: *Physical Disability, Education Access, Curriculum, Human Resource, Infrastructure, Management*

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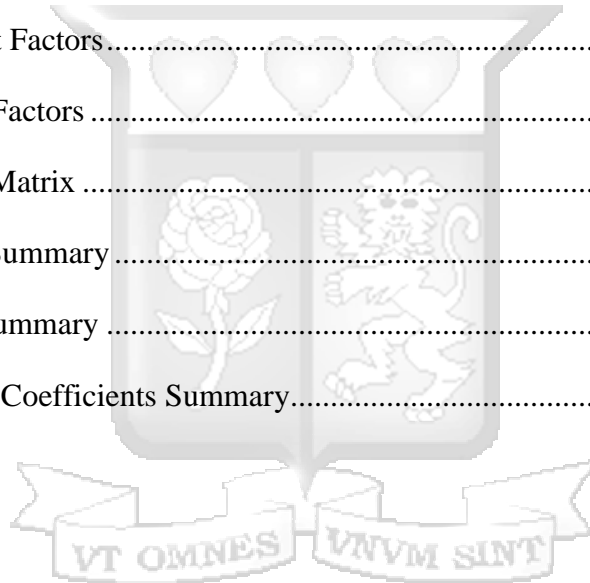
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ABBREVIATIONS AND ACRONYMS

ECE	Early Childhood Education
GDP	Gross Domestic Product
ICT	Information Communication Technology
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
OECD	Organization for Economic Co-operation and Development
SNE	Special Needs Education
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific, cultural Organization



DEFINITION OF TERMS

Curriculum Factors	These are factors that facilitate the and how of any educational enterprise. These factors form the basis through which any education programme can be successfully implemented
Disability	A disability is any physical, cognitive, sensory, or developmental issue that substantially limits a person's capacity to carry out everyday tasks or fully engage in society.
Education Access	Entails providing meaningful learning opportunities to all students regardless of their background or disability status within the regular school system.
Human Resource Factors	Factors that contribute to the actions employed by the personnel dealing with the children with learning disabilities and which can ultimately make a positive or negative difference on their lives.
Infrastructure Factors	Describes the physical facilities in the primary school surroundings that ensure normal learning for children with disabilities such as accessible buildings, relevant teaching materials and equipment among others.
Management Factors	Management factors involve a range of elements that influence the effective functioning and success of an organization and may include top management support and organizational culture.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background Information

Learning disabilities is a type of a disability that is prevalent in children of school going age. It is a condition where children seem normal on the outside but struggle intellectually to match their age and skill levels (Chadha, Kamenov & Cieza, 2021). Learners with specific learning disability currently make up approximately 40% of learners receiving special education. They comprise of fastest and largest growing segments of children receiving special educational services. The percentage of learners with specific learning disabilities has increased substantially after this was recognized as a disability (Fuchs et al., 2018).

According to article 26 of the Universal Declaration of Human Rights, education is an unalienable, non-negotiable right that should not be compromised anywhere in the world (UN, 1948). By receiving the appropriate education, people may realize their full potential and take advantage of their other rights, such as the right to life and health (UN, 2019). As a result, the importance of education cannot be questioned. Access to education helps family members—disabled or not—live better lives; it facilitates the integration of people with disabilities into the workforce, supporting national economic growth; and it influences public perceptions of people with disabilities. Additionally, having access to education produces the human capital needed to drive sustained economic growth and lower national poverty (World Bank, 2019).

Limaye (2016) revealed that the general attitude of the public, school personnel and infrastructure, insufficient training of significant players, poverty, lack of acceptance, lack of interest, gender discrimination, poor physical access and government policies were noted as factors that significantly affected access to education for students with disabilities in India. Mampane (2022) also found that the successful inclusion of children with learning disabilities is hampered by a lack of government officials and teachers with the necessary training in special and inclusive education, large class sizes brought on by a lack of classrooms in schools, a negative mindset and social rejection toward children with learning disabilities, as well as limited funding. Njagi (2020) found that the access to education by learners with disabilities was negatively affected by social cultural factors in Tharaka Nithi County. On the other hand, Kinyanjui et al. (2019) revealed that inclusion

of learners with special needs in regular schools positively influenced the quality of education in Nairobi and Kajiado counties.

In US today over 6.5 million children of ages 3-21 years receive special educational services with nearly 2.5 million of these children being identified as having specific learning disabilities (Kirk, 2016). In Netherlands approximately 110,000 people have learning disabilities and approximately half of them have a severe handicap (Ministry of Economic Affairs, 2020). Prevalence of learning disabilities in many countries including China, United Kingdom, Canada, Japan, India, South Africa and Australia, has been estimated to be 1.69% of the total population in each country (Kirk, et, al. 2016). The prevalence of learners with learning disabilities in most regions around Africa is estimated to be between 2-12% in any population (Hallahan et al., 2018). In Uganda, children with learning disabilities in schools made up to 2.79% of the total enrolment in primary schools in 2018.

In Kenya, the prevalence rate of children with learning disabilities aged between 3 and 21 years in Kenya is 2.5% (Kenya Institute of Special Education, 2018). The percentage of these students with learning disabilities in Kenya that are currently attending school were recorded at 76% with 13% having dropped out and 11% who have never attended school (Kenya Institute of Special Education, 2018). According to KNBS (2022), 42% of individuals with disabilities report problems with mobility, while 36% to 42% have trouble with vision, hearing, cognition, self-care, and communication, among other areas of impairment. According to the Kenya Institute of Special Education (2018), the majority of children with learning disabilities had hearing impairment, which accounted for 27.5% of the total. Intellectual disabilities came in second at 25.7%, followed by visual impairment at 17.4%, physical disabilities at 8.3%, cerebral palsy at 7.3%, and autism at 5.5% (Kenya Institute of Special Education, 2018)..

The Kenyan government has enforced various programs over the years to manage the growth of the number of students with learning disabilities in school including a special education curriculum for kids with learning difficulties was created in 1977, the educational assessment of people with disabilities in 1984, the Kenya Institute of Special Education in 1986 and the free basic education to all schoolchildren in 2003 (Kochung, 2013). The curriculum and educational assessments of Kenyan children are supported by Educational Assessment and Curriculum Support Centers, which are located in every district. Curriculum support officers (CSOs) with backgrounds in teaching or occupational health are in charge of conducting the necessary individual assessments

to determine the degree of impairment and formulating the necessary recommendations to assist children in receiving educational support (Kenya Institute of Special Education, 2018). In addition, KISE offers Sign Supported English systems, such as Signalong, a communication tool utilized by people with speech, language, and communication needs. People with cognitive impairments, autism, Down syndrome, particular language impairment, multisensory impairment, and acquired neurological conditions that have negatively impacted communication have all benefited from the appropriate use of this technology (Kenya Institute of Special Education, 2018).

Despite the existence of these programs and provisions by the Kenyan Government, the country is still yet to achieve a higher rate of education access for children with learning disabilities which may be attributed to a lack of enforcement and implementation by the various education institutions with the children with disabilities still unable to access quality education like their counterparts. The study focused on establishing how various institutional factors affect the access to education for children with learning disabilities in public primary schools in Nairobi County.

1.1.1 Institutional Factors

Children with disabilities require facilities that are safe, adequate and accessible. Buildings like classrooms and restrooms should always be accessible and if the environment is unwelcoming, this may prevent these kids from partaking in one's education (Bii & Taylor, 2013). Unsuitable infrastructure, subpar facilities, and a lack of equipment are some of the issues that affect access and equality in education (Nderitu, 2019). Both normally developing students and those with disabilities need to feel comfortable in the physical environment of the classroom. Without a supportive environment, children could feel abandoned, become dissatisfied, and eventually stop attending school (Bii & Taylor, 2013). Conversely, a lack of adequate and suitable teaching and learning resources for kids with disabilities might result in boredom and a later decision to quit school. There is inadequate provision of specialized equipment essential for the habitation, rehabilitation, teaching and learning by the government leaving donors and well-wishers to assist. The study thus focused on finding out how these infrastructural factors affect the access to education for children with learning disabilities.

Another major obstacle facing the access to education for people with learning disabilities is inadequate personnel and a lack of qualified human resources, particularly among the support workers. Even in cases and locations when the right personnel are present, incorrect distribution

has been noted (Giust & Valle-Riestra, 2017). Other issues with human resources include inadequate delivery techniques, ineffective teaching, and lack of necessary qualifications for certain educators managing students with special needs in integrated programs, a lack of subject-matter expertise, and a lack of teacher dedication. These factors make learners lose interest in learning which decreases their academic performance (Giust & Valle-Riestra, 2017).

Equal access to education depends on a number of variables, including school management and its various rules, regulations and policies (Angrist & Lavvy, 2021). The management is in charge of setting up support mechanisms so that educators may focus on their primary responsibilities in the classroom. For instance, managing the number of teachers in a school is crucial to preventing overcrowding of teachers with pupils in their classrooms and the absence of support staff like assistants or shadow teachers. In many schools in Kenya, there aren't enough child psychologists or counsellors to help pupils, whether or not they have special needs (Angrist & Lavvy, 2021). With minimal assistance from the government, this issue ultimately falls on parents who may be unable to afford increased tuition and the additional funds for different kinds of therapies for their special needs children, and are thus compelled to have them drop out. Teachers may also lack commitment owing to a lack of motivation, such as low pay that encourages slackness and occasionally excessive staff turnover (Awuah, 2021). The research reviewed how management factors have an effect on access to education for children with learning disabilities.

Curriculum is what and how of any educational enterprise. It is the vehicle through which any education programme can be successfully implemented (Moljord, 2018). A flexible and applicable curriculum that can be modified to meet the requirements of each learner is essential to the success of education that benefits all students. Children with learning disabilities experience learning difficulties, and although they have a normal IQ and sometimes physical or mental issues, their academic performance is very different from what is expected of them (Moljord, 2018). This is due to the curriculum's inability to accommodate the demands of a wide variety of learners. The curriculum is frequently centrally planned and inflexible, leaving little room for regional modifications or for educators to experiment and try out new methods (Moljord, 2018). Many of these students who are forced to follow this curriculum end up quitting school early because they are frustrated with their lack of academic success. Additionally, if these issues are not acknowledged and appropriate intervention programs are not offered, these kids may be more susceptible to illnesses including depression, anxiety, and delinquency (Trute et al., 2018).

1.1.2 Access to Education for Children with Learning Disabilities

Access to education is considered a worldwide problem especially for children with disabilities. Only a small percentage of disabled children attend any kind of education in many developing nations (Chadha et al. 2021). This may be due to a variety of causes, such as overcrowded classes with up to 100 students and professors that are inexperienced or underqualified. Over 100 million children worldwide lack access to a basic education, claims Mittler (2018). Some of these children with disabilities can attend regular schools, while others might be better suited for special schools or home schooling, depending on their conditions. For individuals who may attend regular schools, special accommodations must be made to meet their requirements (Chadha et al.,2021). According to the requirements of the students, they might include—but are not limited to—adding special programs to the school's activities, changing the curriculum, offering shadow teachers, child psychologists, and other services (Angrist & Lavvy, 2021). In an ideal world, this would allow special needs children to reach their full potential and study topics similar to those learned by other typical children while also having their specific needs met. The inclusion rate of students with learning disabilities in normal schools, their academic performance and the completion rate of these students is therefore considered as adequate measure in this study for gauging the access to education for learners with disabilities (Trute et al., 2018). The study analysed the access to education for children with learning disabilities using the three indicators; inclusion rate, academic performance and the completion rate of children with learning disabilities.

1.1.3 Primary Schools in Nairobi County

According to the Ministry of Education (2022), there were 32,469 primary schools in Kenya including both the public and private schools with an enrolment rate of 97.19%. Students with learning disabilities also attend various primary schools grouped into special schools, integrated schools, and special units to provide education for students with special needs. Special schools are those that cater exclusively to students with special needs, whereas integrated schools are regular classrooms where students with and without disabilities share education. A special unit is a designated classroom within a regular school for students with exceptional needs and severe disabilities who would not benefit from learning in an integrated setting (Angrist & Lavvy, 2021). In 2020, a total of 7,435 primary schools enrolled learners with disabilities which was a significant

increase from 3.043 in 2019 (MOE, 2020). The study sought to find out the institutional factors that affect the access to education for the children with learning disabilities.

1.2 Statement of the Problem

In Kenya, basic education is an equal right meant to be enjoyed by everyone. However, most children with disabilities are unable to access this right (Nderitu, 2019). According to a recent survey, only a paltry 250,000 children with disabilities and special needs are enrolled in Kenyan education system yet the prevalence rate is as high as 11.4% among the children aged between 3 and 21 years old (Kenya Institute of Special Education, 2023). The lack of access for children especially those with disabilities is adversely affected by lack of early intervention, acute shortage of specialized aid and equipment, inappropriate curriculum, shortage of resources, inadequate specialized personnel, poor supervision, lack of legal status on special education provisions and lack of clear policy guidelines among others (World Bank, 2018). UNESCO (2012) also argued that family stigmatization where family members fear to be associated with failures, environment that is not learner friendly and a rigid curriculum that is examination oriented are other reasons why children with learning disabilities may fail to attend school. In Kenya, despite this consensus of the poor access to education for children with disabilities, there is no specific study that has been directed towards checking the role of institutional factors on access of education for children with special needs. Prior studies such as that of Kitta, (2014) just focuses on the quality of physical environment and its influence on the attendance and performance rates of children with learning disabilities. Jumba (2018) on the other hand in his study focused on the relationship between teacher job satisfaction and motivation and the provision of education to children with learning disabilities. Other studies like that of Ngala (2017) just examined the relationship between teacher management and the influence on the performance of children with learning disabilities in Primary Schools in Eldoret Municipality. This provides a knowledge gap that needs to be explored on the association of the institutional variables and access of education for the children with disabilities. It can become more conceptual and enriching if the study is conducted in highly populated areas like Nairobi County where the prevalence of the cases are anticipated to be much higher. . This study explored the various institutional factors including infrastructure, human resources, management, and curriculum that influence the access to education for children with learning disabilities in public primary schools in Nairobi County.

1.3 General Objective

Influence of Institutional Factors on Access to Education for Children with Learning Disabilities in Primary Schools in Nairobi County

1.3.1 Specific Objectives

- i. To examine the influence of infrastructure on access to education for children with learning disabilities in primary schools in Nairobi County.
- ii. To determine the effect of human resources variables on access to education for children with learning disabilities in primary schools in Nairobi County
- iii. To establish the effect of management factors on access to education for children with learning disabilities in primary schools in Nairobi County
- iv. To determine the curriculum factors on access to education for children with learning disabilities in primary schools in Nairobi County

1.4 Research Questions

- i. What is the influence of infrastructural factors on access to education for children with learning disabilities in primary schools in Nairobi County?
- ii. What is the effect of human resource factors on access to education for children with learning disabilities in primary schools in Nairobi County?
- iii. What is the effect of management factors on access to education for children with learning disabilities in primary schools in Nairobi County?
- iv. What is the effect of curriculum factors on access to education for children with learning disabilities in primary schools in Nairobi County? Assess?

1.5 Scope of the Study

The research focused on how institutional factors affect the access to education for children with learning disabilities in public primary schools in Nairobi County. It used a positivist research philosophy guided by a descriptive research design. The institutional factors variables that were examined are infrastructural factors, human resource factors, management factors and curriculum factors. Geographically, the study focused on all the public primary schools in Nairobi County. The research was grounded on the institutional theory and the social ecological theory in examining how the institutional factors are essential in the access to education by children with

learning disabilities in primary schools. The time scope of the survey was November 2022-March 2023.

1.6 Significance of the Study

The study's findings are expected to support policymakers in coming up with new guidelines to help achieve better access to education among students with learning disabilities by monitoring the primary schools in Kenya. The study will also provide information that will help policymakers understand the various challenges encountered by students with learning disabilities; thus, state authorities can develop new policies to protect the students with learning disabilities from unfair discrimination and enable them access education together with other students.

The education sector plays a pivotal role in the development of any region. The findings of the study will thus be of greater importance in increasing the access to education of learners and therefore will directly affect the education sector and the economy. The study will also be beneficial to practitioners including the management of primary schools in Nairobi by providing insights into some factors that affect children with learning disabilities. Further the study will provide recommendations which was beneficial to the management by guiding them to improve the access to quality education for children with learning disabilities.

Future scholars and academicians are likely to rely on the findings of the study to carry out similar studies in the future and thus increasing the available literature and knowledge on institutional factors and how they influence access to education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented a review of the literature on the relationships between the study variables. It consists of a theoretical and literature review. Further, the research gaps and conceptual framework were captured.

2.2 Theoretical Review

There are various theories that are relevant to this study. The theories selected for the study are the institutional theory and the social ecological model since they inform the interaction between institutional factors and access to education for children with learning disabilities.

2.2.1 Institutional Theory

The institutional theory can be traced back to the works of Philip Selznick in 1948. In the workings, they argued that organizations are adaptable to threats in their external environment (Selznick, 1948). The institutional theory strives to understand how institutions operate. It centres on the effect of a business surrounding - also the business environment - and how they work together (Lewis et al., 2019). DiMaggio and Powell (1983) further strengthened the argument by focusing on other pressures that demand conformity in the institution to be isomorphic. The institutional theory suggests that the institution's environment greatly influences the organization's progress rather than the external environment, more specifically the market. Meyer and Rowan (1977) suggest that social and environmental factors play an important role in creating an environment that influences the adoption of certain modules or practices among organizations in seeking their legitimacy.

Institutional theory has been criticized for treating institutions as relatively homogenous and overlooking the diversity and complexity within them (Lewis et al., 2019). This oversimplification may not capture the unique characteristics of different institutions. To address this critique, the study has acknowledged the diversity of institutions within Nairobi County and examined different types of primary schools and how access to education for children with learning disabilities is affected. Additionally, the institutional theory has been accused of focusing primarily on formal aspects, such as laws and regulations, and overlooking the role of informal aspects, including

cultural norms and unwritten rules. The research focused on both formal and informal aspects thereby providing a more comprehensive understanding of institutional influences.

This theory provides a framework through which we can understand how organizations operate in contested social environments. Wesonga (2020) used the theory to investigate how schools employ human resource planning with minimal resources. The theory explains the decision-making process that management teams undergo by assessing the potential impact of their actions on the surrounding environment, with wrong decisions having a negative effect on the firm to the public. Schmist (2008) further states that the actions of the management team and their agents are dictated by the institutional environment within which the firm operates. Further, organizations conform to the internal environment's institutional norms, enhance their survival capabilities, open access to resources, and increase their stability (Gimžauskienė & Klovienė, 2011). In this study, we can deduce that the access to education was determined by the institutional factors or environment within which it operates. The institutional theory was applied in the study to underpin the institutional factors that can be critical to advancing the children's access to education. Ideally, institutional theory is a social model which can help identify more specific social barriers to learning and support in unravelling the policy that have been put in place to help bridge the gap. In other words, the institutional theory is very critical in explaining how the government can enable the change to better access of education by the children with disabilities and special needs. The model can help describe the discriminatory environment, practices and the institutional policies and other underlying values that could be hindering access to education by these vulnerable children.

2.2.2 The Social Ecological Model

The Social Ecological Model, also known as the Ecological Systems Theory, was developed by Urie Bronfenbrenner in the 1970s (Manfredo et al., 2014) The Ecological Systems Theory has been widely used in various disciplines, including psychology, sociology, education, and public health, to understand the complex interplay between individuals and their environments. The Social Ecological Model is a theoretical framework used to understand how various levels of influence within an individual's environment interact and shape their behaviours, development, and experiences (Manfredo, Teel, Gavin, & Fulton, 2014). It recognizes that individuals are not isolated entities but are influenced by a complex interplay of factors at multiple levels, from the

micro-level (e.g., immediate surroundings) to the macro-level (e.g., societal and cultural factors) (Manfredo, Teel, Gavin, & Fulton, 2014).

One critique is that the SEM may place too much emphasis on environmental factors, potentially underestimating the importance of individual agency and decision-making (Hu, Zhou, Crowley-McHattan, & Liu, 2021). Moreover, the model may be criticized for presenting ecological levels as distinct and static, whereas in reality, interactions between levels are dynamic and may change over time. Manfredo, Teel, Gavin, and Fulton, (2014) notes that the SEM is often presented as a linear model with distinct levels, which may oversimplify the complex, interconnected nature of these systems. The study acknowledged the interconnectedness and overlapping nature of ecological levels in the study to understand how factors at one level may have ripple effects across other levels, and vice versa.

The Social Ecological Model is relevant to the study since it provides a structured way to examine how different levels of influence interact and contribute to the educational experiences of these children. The Microsystem level corresponds to the immediate environment where individuals directly interact such as classroom accessibility, facilities, and resources. The mesosystem involves the interactions between different microsystems (Hu, Zhou, Crowley-McHattan, & Liu, 2021). It examines how the relationships and collaborations between teachers, school administrators, and students within the school environment (microsystem) influence access to education for children with learning disabilities.

The Exosystem level represents external settings that indirectly affect individuals. In the study, it considers how decisions and policies made at higher levels, such as district or educational authorities (external to the immediate school environment), influence the management practices and resources available in primary schools, ultimately affecting access to education. Finally, the Macrosystem encompasses the broader cultural and societal context (Hu, Zhou, Crowley-McHattan, & Liu, 2021). It examines how cultural norms, societal beliefs, and educational policies at the societal level influence the development, adaptation, and implementation of curriculum materials for children with learning disabilities.

2.3 Empirical Review

The empirical review involves a comprehensive examination and analysis of existing research studies, data, and evidence related to access to education for children with learning disabilities. The section is subdivided based on the specific objectives.

2.3.1 Infrastructural factors and access to education for children with learning disabilities

Studies have been conducted on infrastructural factors that are directly related to the access of education by the children with learning disabilities. According to these studies, access to education for children with special needs and disabilities are significantly influenced by a number of infrastructural factors which can either hinder or facilitate the quality of education that they receive. A study by Earthman et al. (2018) identifies physical infrastructural factors including accessibility of buildings and classroom layout as key factors in access of education to children with special needs. According to this study, lack of facilities such as ramps, elevators, inadequate space for movement in classroom, and lack of restrooms and toilets are big deterrence to access of education by children with disabilities.

Research by Williams (2020) also reveals that lack of assistive technological infrastructures such as educational tailored apps such as speech-to-text or text-to-speech and individualised devices can make it difficult for students with special needs to perform well in school. For accessible education for all, the special schools need to have reliable internet, devices and software applications that make it easy for children with disabilities to fit in classrooms.

Ayoo (2021) on the other hand looks at the infrastructure in terms of access to education materials or resources and support services. According to this study, children with disabilities should have customised education programs and differentiated instruction materials which is tailored to their levels of ability and learning style. Additionally, lack of support services such as speech therapy, counselling, psychological assessment and emergency preparedness may impact access of quality education to children with special needs and disabilities.

2.3.2 Human Resource factors and access to education for children with learning disabilities

Gill & Singh (2020) investigated the determinants and constraints to delivery of top-quality education to learners with disabilities in the United States of America. The study employed purposive sampling in selecting 34 key education officials with semi-structured questionnaires used in the data collection. Both quantitative and qualitative analytic methods were used in the

course of the research. The study found that, with teachers serving as the front line of the service, the ability to deliver high-quality education ultimately depends on the human resource capital used. The breadth and quality of the educators' training are key factors in determining how well students with learning difficulties achieve academically in any given institution. Teachers are the most important human resource and continue to be the foundation of any educational system, according to Darling-Hammond (2010). The best teachers have a profound mastery of both their subject matter and surroundings, making them the most effective at assisting their pupils in learning. Teachers who have had enough specialized training in special needs can modify the curriculum to meet the requirements of students with disabilities. The study came to the conclusion that in order to effectively educate and learn with these learners, there is a need for high quality human resource who would give children with learning difficulties a proper atmosphere and a quality education.

Solis et al (2021) investigated the challenges encountered by children with learning disabilities in Eastern Europe. The study used data reported by the council of exceptional children between 2000 and 2016 to analyse the short-term and long-term challenges of these children with disabilities. The analysis indicated that the capacity and quality of human resource was a huge challenge and had a significant influence on the access to education for children with learning disabilities. The committee concluded that training human resources in the fundamentals of working with students with disabilities was one of the most important ways to guarantee that children with learning problems receive the education they need.

Okello (2015) presented a study on the effect of human resource practices on the academic performance of children with learning disabilities in schools in Uganda. Quantitative data was collected from the records of Ugandan schools. The study found a negative and significant effect of unqualified personnel on academic performance. The study revealed that most primary school teachers and other personnel had no training to deal with learners with disabilities. This contributed to the learners both disabled and non-disabled to be subjected to poor performance. The study further revealed that the quality of teachers depends on their qualifications, experience and level of discipline which in turn determines the level of commitments and performance of the learners. In the execution of educational programmes teachers play very important roles in that they are the providers and makers of a conducive educational environment for the learners.

According to a 2018 report by the Kenya Institute of Special Education examining the status of special needs education in Kenya, there is a major obstacle preventing Kenyan teachers from receiving professional development and special education training. According to the survey, 53% of the instructors did not comprehend individual education plans, which are necessary for all teachers to design and implement in order to offer customized instruction. The study also found that, among other reasons, various teaching styles, resource availability, student-teacher ratios, and diverse ethnic groupings all made this more likely in rural than in urban regions.

2.3.3 Management factors and access to education for children with learning disabilities

WHO (2020) conducted a study on the current structures put in place by the governments of developing countries in aiding children with disabilities gain access to education. The study determined that there was a lack of policy and structures among special needs education departments and institutions. This made it difficult for appropriate financing and service delivery, and it also led to non-professionals leading special education sections in certain educational organizations. This was all contributed by a lack of proper leadership and management.

Alugchaab (2021) carried out research on the impact of ECE teachers' motivation on the delivery of high-quality education to students with learning impairments in one of the Municipalities in the western part of Ghana. The study's target population was 200 Ghanaian teachers, and a descriptive research technique was used. The study revealed a significant relationship between motivation and provision of quality education. The results showed a low motivation rate among teachers. This revelation was attributed to the fact that the meagre salary paid to teachers was hardly enough for male teachers to sustain their families. This led to the conclusion that paying teachers a small salary could undermine their motivation to provide quality Education to children with learning disabilities.

According to research by Dehaloo (2018) in Kwazulu Natal, South Africa, teachers have low motivation because of the subpar working conditions that are common among them as well as the absence of overtime pay and fringe perks. In addition, poor salaries, and lack of recognition from administrators and education officers for teachers, among other factors, lower teacher morale in public schools, which ultimately results in the delivery of low-quality education. These studies were however focused on the provision of quality education while the current study examined the access to education.

A study conducted by Waithaka (2013) on the effect of the level of job satisfaction of preschool teachers in Thika municipality on the performance of learners with disabilities enumerated several factors that influenced their job satisfaction. Poor salary scale was identified as one of the most common causes of dissatisfaction among the preschool teachers sampled. The results of the analysed scores showed that teachers wage positively impacted the learning performance or achievement of their students. The study further revealed that teacher's salary may contribute to; an energized teacher, who is motivated to work, portrays a positive attitude, participates actively in his/ her work and is more likely to derive satisfaction from the job. This study focused on preschools in Thika municipality while the current study examined primary schools in Nairobi County.

Other studies have also associated access of education by the children with disabilities and special needs to the leadership styles adopted by the educational leaders and school administrators. According to a study by Kirk et al. (2016), transactional and authoritative leadership styles may simply ensure compliance rather than improving quality and access of education by the children with special needs. As such the study, recommends for transformational and servant leadership if the educational administrators are to encourage inclusion and equality in access to education for the vulnerable children in the community.

2.3.4 Curriculum factors and access to education for children with learning disabilities

Kirk et al. (2016) conducted a study on the factors affecting the curriculum implementation for children with learning disabilities in schools in the United States of America. The study conducted in depth interviews with the education policy makers in the United States. The study found out that the set curriculum is not followed by the respective stakeholders and therefore has a significant on the school attendance of learners with disabilities. The study also showed that teachers do not adjust the usual school curriculum for students with learning difficulties since they lack the essential skills. In addition, there is a severe lack of skilled teachers in many nations, especially developing ones. Additionally, the pay for working teachers is mediocre and occasionally erratic, and the profession itself has a low social and professional standing due to the minimal requirements required for enrolment.

According to UNESCO's 2019 analysis of the current global education framework, the existing framework for education in developing nations is characterised by restrictive curriculum,

inflexible teaching techniques, and a dearth of relevant teaching resources. Learners with LD run a higher risk of being excluded, for instance, if instruction is not provided in the most suitable manner and there are no alternate formats for the instructional materials. According to UNESCO (2019), evaluation and assessment systems can also be burdensome for students with special education needs as they frequently place more emphasis on individual growth instead of on academic achievement.

Lerner (2016) examined schools' curriculum influence on the transition rate on children with disabilities in Ghana. The research utilized structured questionnaires in collecting data from 130 primary schools. Correlation and regression analysis were applied as the main techniques of analysis. The analysis revealed a significant effect of curriculum on transition rate of children in Ghana. According to the report, Ghana's standard curriculum is strict, more routine, and does not allow for customization. The study further found that there were deficiencies in curriculum implementation, instructional strategies, and material delivery, which had an adverse impact on the attendance of students with learning difficulties. In light of this, the research suggested creating a curriculum that is adaptable in terms of time, teaching and learning materials, technique, and access methods, as well as presentation and content. In contrast to the present study, which had Nairobi County as its geographic emphasis, the previous study concentrated on Ghana.

Sugiharto (2018) performed research on how the Kenyan primary school curriculum affected students' ability to graduate. This research determined that the diverse requirements and backgrounds of the students are not adequately met by the national examinations. Children with disabilities start attending pre-primary schools, but relatively few in Kenya complete the entire educational cycle. The current curriculum, which does not meet the minimum requirements of students with learning difficulties, is to fault for this according to the study. Moreover, the current curriculum and examination system focus on the average child and are not flexible nor do they cater for pupils with learning disabilities. Further, the research revealed that the curriculum and support materials for these learners are, for the most part, not provided and when supplied are availed later. This lack of flexibility in the curriculum has a negative impact on the learners especially those with learning disabilities. This prompts most of the parents to transfer their children to special schools with a hope that these children can benefit there.

2.4 Summary of Research Gaps

Numerous gaps in the evaluated literature were found by the study, which supported the necessity of conducting the current research. Willims, (2020) conducted a study on the effect of physical environment on the academic performance of learners in Latin America. Earthman, Fisher and McGregor (2018) sought to find out the effect on a quality physical environment on a student's academic performances. Jenny & Snell (2015) focussed on the determinants and constraints to delivery of top-quality education to learners with disabilities in the United States of America.

Nyende (2012) conducted a study on the effect of unqualified personnel dealing with children with disabilities on their academic performance in regular primary schools in Uganda. Solis et al (2021) investigated the challenges encountered by children with learning disabilities in Eastern Europe. Alugchaab (2021) conducted a study on the effect of motivation of ECE teachers on the provision of quality education to children with learning disabilities in one of the Municipality. Kirk et al (2016) conducted a study on the factors affecting the curriculum implementation for children with learning disabilities in schools in the United States of America. Lerner (2016) examined schools' curriculum influence on the transition rate on children with disabilities in Ghana. These studies focused on other Nations and were not concentrated on Kenya as per the current study. Ayoo (2021) conducted a study on the impact of basic infrastructure on the KCPE performance of students in Mombasa County.

Waithaka (2013) on the effect of the level of job satisfaction of preschool teachers in Thika municipality on the performance of learners with disabilities. Sugiharto (2018) conducted a study on the effect on curriculum on completion of primary education in Kenya. The primary education system has not addressed these gaps in context and empirical knowledge. By conducting descriptive research into the link between the institutional factors that have been pointed out and the accessibility of education for children with learning impairments in primary schools, the current study addressed these gaps.

Table 2.1 Research Gaps

Author	Title	Findings	Gap in Study
Williams (2020).	The impact of the physical environment on Latin American students' academic achievement	Findings showed a significant effect of physical environment on	This study was conducted in Latin America creating a contextual gap

		students' academic achievement.	
Jenny & Snell (2015)	The determinants and constraints to delivery of top-quality education to learners with disabilities in the United States of America.	Delivery of good quality education is ultimately dependent on the human resource capital employed	This study was conducted in the US creating a contextual gap
Alugchaab (2021)	The effect of motivation of ECE teachers on the provision of quality education to children with learning disabilities in one of the Municipality.	The study revealed a significant relationship between motivation and provision of quality education.	The study was focused on education quality creating a conceptual gap
Lerner (2016)	Schools' curriculum influence on the transition rate on children with disabilities in Ghana.	The analysis revealed a significant effect of curriculum on transition rate of children in Ghana.	The study was conducted in Ghana creating a contextual gap
Okello (2015)	effect of human resource practices on the academic performance of children with learning disabilities in schools in Uganda.	The study found a negative and significant effect of human resource practices on academic performance.	The study was focused on academic performance creating a conceptual gap
Ayoo (2021)	The impact of basic infrastructure on the KCPE performance of students in Mombasa County.	Findings revealed a significant and positive effect of infrastructure on KCPE performance.	The study utilized quantitative data creating a methodological gap.

2.5 Conceptual Framework

The conceptual frame provides a clear diagrammatic expression of how the study independent variables relate to the dependent variable (Newby, 2014). The conceptual framework illustrates the direction of the relationships between the independent variables consisting of infrastructural factors, human resource factors, management factors and curriculum factors, and the dependent variable, which was access to education. This conceptual framework was therefore presented in Figure 2.1 below.

Independent Variables

Dependent Variable

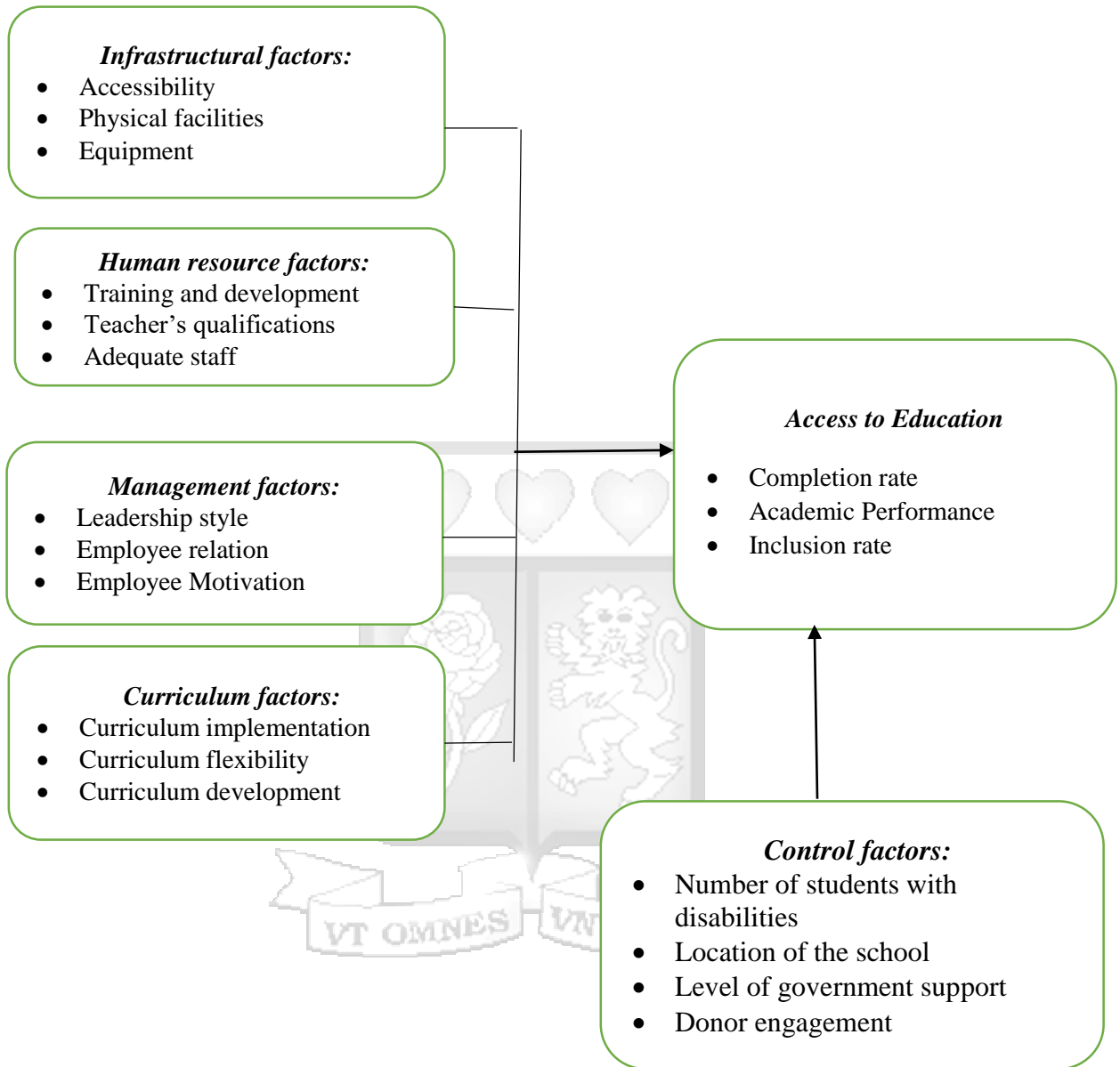


Figure 2.1 Conceptual Framework

(Source: Researcher (2023))

The above conceptual framework identifies the relationship between the selected variables of the research and how they are hypothesized. The variable is operationalized as shown in Table 2.1

Table 2.2 Operationalization of Variables

Variable	Type	Indicators	Measurement	Type of Analysis
Access to education	Dependent	• Completion rate	Ratio Scale	Descriptive
		• Academic Performance	Ratio Scale	Inferential
		• Inclusion rate	Ratio Scale	
Infrastructural factors	Independent	• Accessibility	Ordinal Scale	Descriptive
		• Physical facilities	(5-Pt Likert Scale)	Inferential
		• Equipment	Qualitative statements	
Human resource factors	Independent	• Training and development	Ordinal Scale	Descriptive
		• Teacher's qualifications	(5-Pt Likert Scale)	Inferential
		• Adequate staff	Qualitative statements	
Management factors	Independent	• Leadership style	Ordinal Scale	Descriptive
		• Employee relation	(5-Pt Likert Scale)	Inferential
		• Employee Motivation	Qualitative statements	
Exogeneous variables	Controls	• Number of students with disabilities	Ratio Scale	Descriptive
		• Location of the school	(Interval Scale)	Inferential
		• Level of government support	Qualitative statements	
		• Donor engagement		
Curriculum factors	Independent	• Curriculum implementation	Ordinal Scale	Descriptive
		• Curriculum flexibility	(5-Pt Likert Scale)	Inferential
		• Curriculum development		

2.6 Chapter Summary

The second chapter of the study has focused on a review of the extant literature related to the research variables. The study reviews the two theories that will guide the current study. The research was grounded on the institutional theory and the social ecological model. Further, the chapter reviewed empirical literature which was subject to the variables of the research which assisted in highlighting the empirical, knowledge and methodological gaps to be filled by this study. The chapter further presented the conceptual framework showing the hypothesized interaction between institutional factors and access to education. The chapter further showed the conceptualization of the research variables.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodological approach that was used to address the problem being studied is outlined in this chapter. This third chapter focuses on the research design, the population of the survey, the sampling design, data collection instrument, research procedure and the approach that was applied in the data analysis.

3.2 Research Philosophy

According to Newby (2014), a research philosophy is a framework made up of convictions, perspectives, and knowledge about the methods and theories applied in a study. The three primary research paradigms are positivism, realism, and interpretivism. The foundational ideas of positivism are validity, reason, and truth. It focuses particularly on data gathered from observations and quantified using statistical analysis and quantitative methods (Bryman, 2016). The purpose of the positivist method, according to some, is to identify general patterns of cause and effect that may be utilized as a foundation for forecasting natural occurrences (Greenfield & Greener, 2016). This philosophy was ideal for this survey that sought determine association between institutional factors and access to education for children with learning disabilities. In addition, the philosophy calls for the quantitative collection and examination of facts in addition to the objective development and testing of hypotheses through the application of pre-existing ideas.

3.2.1 Research Design

The research design presents the systematic plan and methodological process that guides the conduct of the research (Patten & Newhart, 2017). Selecting an appropriate research design is critical as it support the selection of the right instruments and approach in answering the objectives of the study (Newby, 2014). This research adopted a descriptive correlational research design which allows the research to answer the questions how, what and when. This was key in this study as it sought conduct an analysis of how institutional factors on access to education for children with learning disabilities in primary schools in Nairobi County. The adoption of the descriptive study supported usage of quantitative techniques in answering the study problem. Further, the

design also favors use of qualitative statements to supplement the statistical output from the structured research data.

3.3 Target Population

The population of the study presents the homogeneous items or objects that are of interest in the survey and was able to provide the required information needed to answer the study problem (Greenfield & Greener, 2016). The target population for this study was all the public primary schools within Nairobi County, Kenya. According to the Nairobi County Government Department of Education (2022) there are 225 primary and ECE schools within the county. The research targeted all the 225 principals drawn from all the schools as the respondents of interest for this survey. The principals are selected as the ideal unit of observation since as the senior most personnel within the schools they have access to available information on the rate of access to education for children with disabilities in the institution and how various institutional factors have impacted the phenomena. As such they were at a position to provide adequate and relevant responses that will support answering the research problem.

3.4 Sampling Design

Through sampling design, a researcher can make a determination of the most ideal sample since there are clear means of grouping the elements in a population (Bryman, 2016). Sample design determines the relevant method that can be embraced in selecting the units to be included in the inquiry (Patten & Newhart, 2017). The research utilized a census sampling thus ensuring there is equal representation and generalization of the research findings was adequate. The sample respondents for the study were 225 principals drawn from public primary schools in Nairobi County.

3.5 Data Collection Instruments

Primary data is gathered in social research using data collection instruments. There are several approaches for collecting data, and they vary greatly depending on the researcher's resources, time, and budget (Bryman, 2016). This research utilized primary data collection techniques to obtain information that is necessary in answering the research problem. The main tool that was utilized in this study was a structured research questionnaire that was developed in line with the study objectives. The questionnaire is shown in Appendix 1. The research tool was developed using a 5-point Likert scale approach that will use the following criterion; 5 = strongly agree, 4 = agree, 3 =

moderately agree, 2 = disagree, 1 = strongly disagree. Further, open-ended questions were included to provide more in-depth information on the selected variables.

3.6 Research Procedures

The research procedure defines the steps through which the research was carried out for the purpose of replicability (Patten & Newhart, 2017). The study adhered to laid down approaches in the data collection process. First, the approval of the research supervisor was sought to submit the research protocol for ethical review. Secondly, the ethics permit from the Institutional Review Board was obtained allowing the researcher to obtain all the necessary licences. The permit letter was obtained from both National Commission for Science Technology and Innovation as well as the Department of Education of Nairobi County prior to accessing the various primary schools within the county. A drop and pick method were used in the data collection process and where not possible to physically collect study data the researcher will design a Google form to support electronic data collection.

The research tool was pretested among 10% (n= 23) who were not considered in the final survey. The pretest of the study was done to support both reliability and validity test. A reliability tests involved the analysis of the Cronbach alpha with variables with a score of above 0.7 considered acceptable for inclusion in the final survey. Both content and construct validity were used to ensure the questionnaire meets the required standards in answering the research problem.

3.7 Data Analysis and Presentation

Data analysis is the processing of the raw statistical evidence sought from the field into meaningful insights (Bryman, 2016). The processing of the gathered data from the field was conducted and quantitatively supported using both descriptive and inferential analysis. The descriptive statistics that were used in the study will involve means, standard deviation, percentages and frequencies. Inferential analysis was conducted through correlation and regression analysis. Spearman rank correlation was applied due to the ordinal nature of the data collected. A multiple linear regression was estimated to determine relationship between institutional factors on access to education for children with learning disabilities in primary schools in Nairobi County. Further, content analysis was used to summarize the open-ended responses obtained from the school principals. Both tables and figures were used in the survey.

The following research models were applied in the survey;

Model 1

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 \sum X_5 + \varepsilon$$

Where;

Y = Dependent variable (access to education for children with learning disabilities)

α = the model intercept

β_{1-4} = Coefficient of independent variables

X_1 – infrastructural factors

X_2 – human resource factors

X_3 – management factors

X_4 – curriculum factors

$\sum X_5$ – will cover the controls; number of students with disabilities, location of the school, level of government support and donor engagement

ε = Error Term

Model 2

$$b_i = \frac{\sum_{i=1}^n (X_i - \bar{X})(Y_i - \bar{Y})}{\sum_{i=1}^n (X_i - \bar{X})^2}$$

$$a = \frac{(\sum Y \times \sum X^2) - (\sum X \times \sum XY)}{(n \times \sum X^2) - (\sum X \times \sum X)}$$

Where y=dependent variable, a=control/constant variable, bi=coefficient of the control variable and X=controlled variables.

3.8 Ethical Considerations

The survey considered human participants in the course of data collection hence the ideal ethical issues was covered. One, the research will present the participants with informed consent form outlining the aims of the survey and their rights of participation. Secondly, the respondents were assured of the confidentiality aspects of the study and their anonymity was fostered through the

course of the study. Research approval was sought from the supervisor before commencing the ethical review committee clearance process. Further, research permit was obtained from the National Commission for Science Technology and Innovation before commencement of the field work. Lastly, all research data collected was securely stored to ensure no unauthorized people have access to the responses obtained.



CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

4.1 Introduction

The fourth chapter was utilized in the presentation of the findings from the collected research data from the field work. The study applied both qualitative and quantitative analysis approaches. The main sections focused on the background profile, descriptive analysis, correlation and regression analysis. Lastly, a chapter summary was presented.

4.2 Background Information

The background information analyzed the profile of the respondents and the schools that were focus of the survey as well as the response rate achieved from the field work.

4.2.1 Response Rate

The research was interested in obtaining research data from public primary and ECDE institutions within the county. Schools' principals were considered across the 225 institutions between January to March 2024 with the study able to obtain 79% (n = 178) responses that were considered suitable for progressing with the analysis of the research.

4.2.2 Profile of the School Principals

The survey was focused on understanding the profile of the respondents who were school principals and the summary of the analysis was presented in Table 4.1

Table 4.1 Profile of School Principals

		Frequency	Percent
Gender Identity	Male	107	60.1
	Female	71	39.9
	Total	178	100.0
Highest education qualification	Degree	31	17.4
	Master's Degree	83	46.6
	Doctorate	64	36.0
	Total	178	100.0
Work Experience	Less than 5	76	42.7
	6-10 years	81	45.5
	11-15 years	20	11.2
	Over 16 years	1	.6
	Total	178	100.0

Analysis of the data showed that 60% of the principals with 40% were female schools heads indicating a higher proportion of male officials at the helm of the school leadership. The results further showed 47% of the principals were master's degree, 36% had a doctorate degree showing high qualification among school's head which is vital to their knowledge and skills in running the institutions. Findings revealed that 46% of the principals had 6-10 years, 43% had less than 5 years within the institutions showing diversity in the experience which is key to understanding how access to education for learners with disability has changed within the institutions.



4.2.3 Profile of ECDE and Primary Schools

The survey also reviewed the profile of the schools and the analysis of the collected study data is summarized in Table 4.2

Table 4.2 Profile of ECE and Primary Schools

		Frequency	Percent
Adequate facilities to support learning for students with learning disabilities	Yes	139	78.1
	No	39	21.9
	Total	178	100.0
School receives donor support to implement learning for students with learning disabilities	Yes	61	34.3
	No	117	65.7
	Total	178	100.0
School relies exclusively on government support to implement learning for students with learning disabilities	Yes	43	24.2
	No	135	75.9
	Total	178	100.0

Adequacy was measured in terms of physical accessibility, resource availability, training and development of teachers, and support services. The results showed that 78% of the respondents perceived their schools to have adequate facilities to support learning for students with disabilities showing an improvement in the inclusion of students with learning disabilities in public schools. The analysis showed that 66% of the schools do not receive any donor support to implement learning for students with disabilities indicating there is a donor gap that can be utilized to support increased resources for increasing access to education. The analysis revealed that 76% of the schools do not exclusively utilize government support to implement learning for students with disabilities which is an indicator of a mixed approach in the funding for access to education for student with disabilities.

4.3 Descriptive Analysis

The main research data was collected using quantitative analysis techniques using a 5-point Likert scale. The analyzed research data was presented using means with following scale adopted in interpretation of the findings; (5.00-4.21) indicates strongly agree, (4.20-3.41) indicates agree, (3.40-2.61) indicates moderate agreement, (2.60-1.81) indicates disagree, and (1.80-1.00) indicates strongly disagree.

4.3.1 Access to Education

The dependent variable investigated the level of access to education for students LD and the responses from the school heads are presented in Table 4.1

Table 4.3 Access to Education

	N	Mean	Std. Deviation
Within the school we have witnessed increased completion rate among pupils with learning disabilities	178	2.9494	1.77958
The pupils with learning disabilities observe a high level of discipline in the school	178	3.4775	.98121
The school has realized improved academic performance among pupils with learning disabilities	178	3.3708	1.13379
The school has a high retention rate among pupils with learning disabilities	178	3.2753	1.10855
The school is able to accommodate a higher number of pupils with learning disabilities	178	3.4494	1.19803
The school provides a conducive environment for pupils with learning disabilities to learn	178	3.6910	1.07883
The school has instituted policies that enhance the inclusion of pupils with learning disabilities	178	2.4944	1.32872
The school is implementing the practices and policies that enhance the inclusion of pupils with learning disabilities	178	3.6629	.88865

Analysis demonstrated agreement the schools are implementing practices and policies that enhance the inclusion of pupils with learning disabilities (mean = 3.6629). Findings showed the schools provides a conducive environment for pupils with learning disabilities to learn (mean = 3.691).

The participants moderately acknowledge that school has a high retention rate among pupils with learning disabilities (mean = 3.2753). The results showed moderate agreement the respondents have witnessed increased completion rate among pupils with learning disabilities (mean = 2.9494).

Participants further noted that in general *'schools have to ensure it has laws and policies to ensure equal access to education for disabled learners , there is reduction of negative attitude and stigma towards learners with disabilities and more is done to introduce technologies and modern learning instruments have increased access to education for LWD as well as ensure the education sector makes learning process more meaningful to learners WD by enhancing access to finances is impacting LWD integration in curriculum'*.

4.3.2 Infrastructural Factors

The study was interested in investigating how infrastructural factors in the schools have impacted the access to education for LWD and summary of responses is shown below.

Table 4.4 Infrastructural Factors

	N	Mean	Std. Deviation
The school has the required infrastructure that fosters accessibility for pupils with learning disabilities	178	2.4663	1.27181
The infrastructure facilities available at the school are of good quality	178	3.6292	.84882
The school has enough classrooms to support the number of pupils with learning disabilities to learn effectively	178	2.9045	1.20117
Through collaboration within other partners the school has invested adequate physical facilities to improve the learning environment for pupils with learning disabilities	178	3.3820	1.22595
The school provides the requisite learning equipment to support conducive learning for pupils with learning disabilities	178	3.3146	1.14087
The school continuously maintains the available infrastructure to ensure smooth accessibility for pupils with learning disabilities	178	3.3539	1.19012
The school provides quality physical environment to support conducive learning for pupils with learning disabilities	178	3.3933	1.17524
The resources available are distributed fairly, equally and efficiently among pupils with learning disabilities	178	3.6461	1.23669

The results noted agreement that resources available are distributed fairly, equally and efficiently among pupils with learning disabilities (mean = 3.6461). The findings showed agreement that the infrastructure facilities available at the school are of good quality (mean = 3.6292). The participants moderately agreed that the school continuously maintains the available infrastructure to ensure smooth accessibility for pupils with learning disabilities (mean = 3.3359). The analysis pointed to moderate agreement (mean = 3.9333) the school provides quality physical environment to support conducive learning for pupils with learning disabilities. Further, the participant's moderately agreed school has enough classrooms to support the number of pupils with learning disabilities to learn effectively (mean = 2.9045).

The respondents acknowledged *'there is need to construct larger classrooms to reduce overcrowding and accommodate LWD, introduction of technologies such as visual learning and computers that accommodate LWD, increase access to accommodative transport for LWD, invest in tactile maps to meet educational needs, allocate road signs near schools for safety of LWD, create a sensory friendly environment for learners with sensory processing disorders or autism and increase provision of screen technology such as screen readers to support LWD'*.

4.3.3 Human Resource Factors

The second variable reviewed how human resource factors in public schools play a role in access to education LWD and the results are shown below.

Table 4.5 Human Resource Factors

	N	Mean	Std. Deviation
The school conducts regular training for staff to enhance the experience for pupils with learning disabilities	178	2.5562	1.32328
The school provides the continuous development for our teaching staff involved with pupils with learning disabilities	178	3.4888	.87810
The school has quality staff to handle pupils with learning disabilities	178	3.2640	1.07512
The school has retained qualified teachers with the requisite skills and competencies required for pupils with learning disabilities	178	3.4888	1.18483
The school has retained a healthy teacher-student ratio to effectively support pupils with learning disabilities	178	2.8933	1.42014
Teachers have positive attitudes and perceptions towards inclusion of pupils with learning disabilities	178	3.4775	.96378

The teachers in the school understand the education plan and the curriculum for pupils with learning disabilities	178	3.5449	1.14028
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Findings revealed agreement the teachers in the school understand the education plan and the curriculum for pupils with learning disabilities (mean = 3.5449). The respondents were in agreement the school has retained qualified teachers with the requisite skills and competencies required for pupils with learning disabilities (mean = 3.488). The analysis showed moderate agreement the school has retained a healthy teacher-student ratio to effectively support pupils with learning disabilities (mean = 2.8933). The participants moderately agreed the school conducts regular training for staff to enhance the experience for pupils with learning disabilities (mean = 2.5562).

The respondents noted there is *'need for improved communication between school heads and teachers of LWD, improve access to sufficient learning materials, trained and qualified staff, collaborate with service providers to incentivize the delivery of products for LWD and introduce education assistants with skills to work with LWD'*.

4.3.4 Management Factors

The survey further analyzed how the management influences the access to education and findings are shown in Table 4.6

Table 4.6 Management Factors

	N	Mean	Std. Deviation
The school management team delegates duties routinely to the staff who support pupils with learning disabilities	178	2.5225	1.30278
The school has an effective management structure to support operations	178	3.5393	.94548
The school encourages conducive relations between parents and teaching staff involved with pupils with learning disabilities	178	3.1517	1.16178
The school management team provides benefits and recognition for staff who support pupils with learning disabilities	178	3.4888	1.13615
The management provides favourable working conditions to support staff working with pupils with learning disabilities	178	3.2022	1.29038

The staff is adequately compensated to remain motivated to support pupils with learning disabilities	178	3.4719	1.20816
There is adequate government support for the management team to effectively undertake their duties	178	3.2472	1.15255
There is a healthy relationship between the management and school staff	178	3.8483	1.12723

The respondents agreed (mean = 3.8483) there existed a healthy relationship between the management and school staff. The respondents were in agreement the school has an effective management structure to support operations (mean = 3.8393) as well as provides benefits and recognition for staff who support pupils with learning disabilities (mean = 3.4888). The findings showed moderate agreement there was adequate government support for the management team to effectively undertake their duties (mean = 3.2472).

The participants were in consensus that *‘teachers of LWD have to keep a better record of daily attendance and injuries of LWD in school, provide regular communication and teamwork to ensure monitoring of the needs of LWD. There is need for schools to enforce proper adherence to budgets, have disabled members in the management committees and ensure these are included in succession plans and ensure there is improved teamwork efforts by headteachers is necessary to ensure all parties understand their roles in education delivery to LWD and provide policies that prohibit discrimination against LWD’.*

4.3.5 Curriculum Factors

The fourth variable reviewed the role played by curriculum in determining the access to education for LWD in public schools and findings are shown in Table 4.7

Table 4.7 Curriculum Factors

	N	Mean	Std. Deviation
The school has undertaken necessary steps to facilitate the implementation of curriculum for pupils with learning disabilities	178	2.4157	1.22874
The current curriculum being utilized within the school is flexible to accommodate changes as required by pupils with learning disabilities	178	3.7865	.92635
The current teaching methods are flexible and accommodative of pupils with learning disabilities	178	2.4494	1.27125
Learners are able to understand the curriculum and provide feedback where it does not work for them	178	3.6292	.82177
The school involves various stakeholders to enhance the level of curriculum development aligned to needs of pupils with learning disabilities	178	2.9551	1.18760
There is a regular curriculum review to ensure the needs of pupils with learning disabilities are catered for	178	3.6854	1.13093
Teachers are able to adapt the curriculum content to respond to the learners with Learning disabilities personal talents and interests	178	2.9775	1.28861
Assessment and evaluation systems are often focused on individual progress rather than academic performance	178	4.0449	.96152

The respondents were in agreement that assessment and evaluation systems are often focused on individual progress rather than academic performance (mean = 4.0049). The results showed agreement the current curriculum being utilized within the school is flexible to accommodate changes as required by pupils with learning disabilities (mean = 3.7865). The participants agreed that there is regular curriculum review to ensure the needs of pupils with learning disabilities are catered for (mean = 3.6854) There was moderate agreement that current teaching methods are flexible and accommodative of pupils with learning disabilities (mean = 2.4494).

Generally, respondents noted that *'the current CBC has not integrated LWD skills teaching for teachers hence they are struggling to provide digital education, there is limited curriculum integration, a lack of tech driven learning instruments and limited creation of a unique curriculum for mentally disabled students.*

4.4 Correlation Analysis

The aim of correlation analysis is to check on the direction and significant of the relationship between the variables adopted in the survey. The study adopted Spearman rank correlation and the matrix is provided in Table 4.8

Table 4.8 Correlation Matrix

		Access To Education	Infrastructure Factors	Human Resource Factors	Management Factors	Curriculum Factors
Spearman's rho	Access To Education	Correlation Coefficient	1.000			
		Sig. (2-tailed)	.			
		N	178			
Infrastructure Factors	Infrastructure Factors	Correlation Coefficient	.603**	1.000		
		Sig. (2-tailed)	.000	.		
		N	178	178		
Human Resource Factors	Human Resource Factors	Correlation Coefficient	.688**	.646**	1.000	
		Sig. (2-tailed)	.000	.000	.	
		N	178	178	178	
Management Factors	Management Factors	Correlation Coefficient	.743**	.655**	.692**	1.000
		Sig. (2-tailed)	.000	.000	.000	.
		N	178	178	178	178

Curriculum Factors	Correlation Coefficient	.666**	.647**	.792**	.689**	1.000
	Sig. (2-tailed)	.000	.000	.000	.000	.
	N	178	178	178	178	178

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

The results on the first objective of the study confirmed there existed a moderate positive and significant relation between infrastructural factors and access to education for learners with learning disabilities in public primary schools ($r = .603^{**}$, $\text{Sig} = .000 < .05$). The second objective showed there was strong positive and significant relation between human resource factors and access to education for learners with learning disabilities in public primary schools ($r = .688^{**}$, $\text{Sig} = .000 < .05$). The findings further indicated there was a positive and significant effect of curriculum factors on the access to education for learners with learning disabilities in public primary schools ($r = .666^{**}$, $\text{Sig} = .000 < .05$).

4.5 Regression Analysis

The main objective of the research was to estimate the influence of institutional factors on access to education for children with learning disabilities in primary schools in Nairobi County. The research adopted a multiple linear regression and findings are showed in the table below.

Table 4.9 Regression Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.933 ^a	.870	.867	.24935
2	.934 ^b	.872	.867	.24962

a. Predictors: (Constant), Curriculum Factors, Management Factors, Infrastructure Factors, Human Resource Factors

b. Predictors: (Constant), Curriculum Factors, Management Factors, Infrastructure Factors, Human Resource Factors, Government Support, Donor Support, No Government Support

Based on the analysis the study was able to obtain a coefficient of determination ($R^2 = .870$) which showed that holding other factors constant 87% of the changes in access to education for children with learning disabilities in primary schools in Nairobi County can be attributed to institutional factors. Further, the second model revealed that controlling for donor support and government support the institutional factors had an 87.2% influence on the access to education for children with learning disabilities.

Table 4.10 ANOVA Summary

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	72.049	4	18.012	289.694	.000 ^b
	Residual	10.757	173	.062		
	Total	82.805	177			
2	Regression	72.213	7	10.316	165.564	.000 ^c
	Residual	10.592	170	.062		
	Total	82.805	177			

a. Dependent Variable: Access To Education

b. Predictors: (Constant), Curriculum Factors, Management Factors, Infrastructure Factors, Human Resource Factors

c. Predictors: (Constant), Curriculum Factors, Management Factors, Infrastructure Factors, Human Resource Factors, Government Support, Donor Support, No Government Support

The results shown above indicate a calculated F-value of 289.694 (Sig = .000 < .05), which is higher than the critical value of 2.76, showing that the model is statistically significant in predicting the relationship between the institutional factors and access to education for children with learning disabilities in primary schools in Nairobi County.

Findings further confirmed there was statistical significance between the interaction of institutional factors, donor and government support with the access to education for children with learning disabilities in primary schools in Nairobi County (f-calculated = 165.564, sig = .000).

Table 4.11 Regression Coefficients Summary

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.009	.102		-.092	.926
	Infrastructure Factors	.078	.072	.074	1.091	.277
	Human Resource Factors	.143	.074	.133	1.929	.055
	Management Factors	.488	.071	.460	6.899	.000

	Curriculum Factors	.300	.070	.307	4.268	.000
2	(Constant)	-.205	.270		-.757	.450
	Infrastructure Factors	.075	.072	.071	1.039	.300
	Human Resource Factors	.129	.075	.121	1.725	.086
	Management Factors	.481	.072	.454	6.688	.000
	Curriculum Factors	.326	.073	.333	4.490	.000
	Donor Support	-.009	.042	-.006	-.214	.831

a. Dependent Variable: Access to Education

$$Y = -.009 + .078X_1 + .143X_2 + .488X_3 + .300X_4 + -.009X_5 + .146X_6 + .209X_7 + \epsilon$$

The results infrastructural factors showed a coefficient ($\beta_1 = .078$, sig = $.277 > .05$), which was statistically insignificant in changing access to education for children with learning disabilities in public primary schools. The second objective analysis indicated that human resource factors showed a coefficient ($\beta_2 = .143$, sig = $.05 = .05$), which was statistically significant implying that a change in the human resource factors would positively change access to education for children with learning disabilities in public primary schools. The regression analysis indicated that management factors showed a coefficient ($\beta_3 = .488$, sig = $.00 < .05$), which was statistically significant implying that a change in the management factors can positively change access to education for children with learning disabilities in public primary schools. The findings revealed curriculum factors showed a coefficient ($\beta_4 = .300$, sig = $.00 < .05$), which was statistically significant implying that a change in the curriculum factors can positively change access to education for children with learning disabilities in public primary schools.

The regression coefficients for the control variables; government support (sig = $.576 > .05$), no government support (sig = $.421 > .05$) and donor support (sig = $.831 > .05$) indicated they had no significant effect on the access to education for children with learning disabilities in public primary schools.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section presents a summary of the findings, as well as a discussion of the findings based on each objective. The chapter also presents the study conclusion, recommendations and suggests various areas for further research.

5.2 Summary

This study focused on establishing the influence of institutional factors on access to education for children with learning disabilities in primary schools in Nairobi County. The study specifically analysed the effect of infrastructural factors, human resource factors, management factors and curriculum factors and how they affect the access to education for children with learning disabilities in primary schools in Nairobi County. The study was informed by the institutional theory. Structured questionnaires were applied in the data collection process with quantitative techniques adopted in the analysis through descriptive and inferential tests.

Correlation analysis revealed that there existed a moderate positive and significant relation between infrastructural factors and access to education for learners with disabilities in public primary schools. It was also revealed that human resource factors, management factors and curriculum factors all showed a strong positive and significant relation with access to education for learners with disabilities in public primary schools. Findings from the regression analysis revealed that institutional factors had a positive and significant effect on access to education for children with learning disabilities in primary schools in Nairobi County. The results further revealed that infrastructural factors had an insignificant effect on access to education for children with learning disabilities in public primary schools. The analysis also indicated that human resource factors had a significant effect on access to education for children with learning disabilities in public primary schools. Management factors was also found to have a positive and significant effect on access to education for children with learning disabilities in public primary schools. Lastly, the findings revealed that curriculum factors had a positive and statistically significant effect on access to education for children with learning disabilities in public primary schools.

5.3 Discussion of Findings

This section discusses the findings established by the study and compares them to previous literature.

5.3.1 Infrastructural Factors and Access to Education

The results study confirmed that there existed a moderate positive and significant relation between infrastructural factors and access to education for learners with learning disabilities in public primary schools. This finding suggests that the presence of accessible physical infrastructure, the individualised institutional arrangements and policies governing utilization of these may support access to education for children with learning disabilities which is in line with the institutional theory which brings out the influence of organizational structures, norms, and practices on behaviour and outcomes in education environment set up. The study findings are consistent with previous literature by Williams (2020) who found a significant effect of the physical environment on students' academic achievement. It highlighted the importance of well-equipped schools with quality school buildings, laboratories, clean water supply, spacious classrooms, and adequate furniture in promoting quality learning. Additionally, it aligns with Ayoo's (2021) study in Mombasa County, which found a significant and positive effect of infrastructure on KCPE performance, further supports the importance of infrastructure in supporting academic outcomes.

In as much as this finding is rooted in the 78% of respondents who perceived their schools to be infrastructural-fit for the learners with disabilities, it points to the perennial infrastructural problems that are still hindering access of quality education to children with special needs. The available infrastructures for the schooling of children with disabilities is still hindered by lack of adequate infrastructure and some of the institutional issues. According to a study by Solis et al. (2021), most of the special needs schools lack ramps, elevators, school buses and specialized technological tools to deliver to the higher number of students seeking education from these facilities. Other studies have also pointed towards lack of awareness and support from the communities to take the children with disabilities to the special schools.

5.3.2 Human Resource Factors and Access to Education

The analysis also indicated that human resource factors had a significant effect on access to education for children with learning disabilities in public primary schools. This finding suggests that the policies and practices related to human resource management, such as teacher training and support, influence access to education for children with learning disabilities. The findings were in line with the institutional theory which emphasizes the role of organizational norms and practices in shaping behaviour and outcomes.

The study findings were consistent with that of Jenny and Snell (2015) who highlighted the critical role of teachers in delivering high-quality education to learners with disabilities in the United States. They emphasized that the quality of educators' training are key determinants of academic achievement for students with learning difficulties. This aligns with the findings of the current study, which note the significance of human resource factors in facilitating access to education for children with learning disabilities. Similarly, Solis et al. (2021) identified the capacity and quality of human resources as a significant challenge affecting access to education for children with learning disabilities in Eastern Europe. They emphasized the importance of training human resources in working with students with disabilities to ensure that these children receive the education they need thereby resonating with the findings of the current study, which suggest that investing in high-quality human resources is essential for promoting inclusive education.

However, Kenya still faces a huge shortage of specialised teachers to be placed in the public special schools. A study by Alughaab (2021) revealed that, the teacher to student ratio in the special schools is 1:40 which is against the recommended rate of 1:25. Other hindering factors includes lack of trainings and motivation program for teachers domiciled in special schools. Kenya Institute of Special Education (2023) identified lack of professional training development and scarce resources as some of the factors that were still affecting children with disabilities from accessing quality education in Kenya.

5.3.3 Management Factors and Access to Education

Management factors was also found to have a positive and significant effect, as compared to the other variables on access to education for children with learning disabilities in public primary

schools. The study findings were consistent with the institutional theory that emphasizes the role of organizational structures and processes in shaping behaviour and outcomes. The findings were also in line with studies by Alugchaab (2021) and Dehaloo (2018) who found a significant relationship between management factors and the delivery of quality education. These studies identified management factors such as low salaries, poor working conditions, and lack of recognition as significant challenges affecting teacher motivation and morale, which ultimately influenced the quality of education provided to students.

The study findings were fully supported by a report by the World Health Organization (WHO, 2020). The report highlighted challenges in the management and leadership of special needs education departments and institutions in developing countries, which hindered appropriate financing and service delivery for children with disabilities. This suggests that effective management structures and leadership are essential for ensuring the provision of quality education and support services for children with disabilities. The positive and significant effect of management factors found in the current study supports the importance of strong leadership and management in promoting access to education for children with learning disabilities.

The findings were also corroborated by Waithaka (2013) who emphasized the importance of factors such as salary scale in influencing teacher motivation and job satisfaction. The study found that teachers' wages positively impacted student learning performance, highlighting the link between management practices, teacher motivation, and student outcomes. This aligns with the findings of the current study, which suggest that management factors, including adequate support, recognition, and resources for staff, play a significant role in facilitating access to education for children with learning disabilities.

5.3.4 Curriculum Factors and Access to Education

Lastly, the findings revealed that curriculum factors had a positive and statistically significant effect on access to education for children with learning disabilities in public primary schools. The study findings were consistent with a study by Kirk et al. (2016) in the United States who suggested that curriculum factors play a significant role in determining the educational experiences and outcomes of children with learning disabilities. The positive and significant effect of curriculum factors found in the current study supports the importance of flexible and adaptable curriculum that meet the diverse needs of all learners.

Similarly, the findings were supported by UNESCO's (2019) analysis of the global education framework highlighted issues with restrictive curriculum, inflexible teaching techniques, and inadequate teaching resources in developing nations, which can negatively impact learners with special education needs, including those with learning disabilities. The study emphasized the importance of providing alternative formats for instructional materials and ensuring that evaluation and assessment systems are inclusive and focus on individual growth. These findings align with the positive effect of curriculum factors on access to education found in the current study, which suggests that curriculum flexibility and inclusivity are essential for promoting educational inclusion.

In Africa, the study findings were corroborated by Lerner's (2016) study in Ghana which also underscored the influence of curriculum on the transition rate of children with disabilities, highlighting deficiencies in curriculum implementation, instructional strategies, and material delivery that can impact the attendance and educational outcomes of students with learning difficulties. The findings resonate with the findings of the current study regarding the positive effect of curriculum factors on access to education. Locally, the findings were supported by Sugiharto's (2018) research on the Kenyan primary school curriculum suggests that curriculum factors may have a positive effect on access to education. The study however identified challenges in meeting the diverse needs of students, including those with learning disabilities, and emphasized the lack of flexibility and support materials for these learners.

5.4 Conclusions

From the study there is no doubt that the institutional factors inherently influences the access of education by children with disabilities and special needs. The study established that there was significant relationship between individual institutional factors and access to quality education for children with special needs. Accordingly, infrastructural variables such as accessibility of the learning facilities, availability of equipment (ramps and elevators), physical facilities (toilets and rest rooms), and institutional support significantly determined if the children with learning difficulties would access quality education. Subsequently, human resource factors including student to teacher ratio, teacher development and motivation programs had significant relationship with access of education for the children with disabilities. Similarly, management factors including teacher motivation, teacher relation, and leadership style have positive and significant effect on

access to education for children with learning disabilities in public primary schools. Last but not least, curriculum variables including curriculum customisation and implementation have positive and statistically significant effect on access to education for children with learning disabilities in public primary schools.

The study therefore concluded that in as much as these institutional factors affected access of quality education to student with disabilities there was still a big gap to be bridged in Kenyan special needs schools. As discussed in the study, the available infrastructures for the schooling of children with disabilities is still hindered by lack of adequate infrastructure and some of the institutional issues including inadequate staff, lack of professional development programs, poor , lack of motivation by teachers, inefficient leadership styles in the schools, and lack of customised learning tools specific to the special schools.

5.5 Recommendations

Based on the findings, both the National government and County government ought to work in collaboration to ensure that the existing special schools implement the existing framework for ensuring physical building accessibility. Institutional awareness should also be reinforced to ensure that there is community support to the children with special needs. .

In terms of human resources it is recommendable that the schools should continue and expand professional development programs for teachers and staff members to enhance their knowledge and skills in supporting children with learning disabilities. The study also recommends development and implementation of strategies to improve teacher-student ratios, such as hiring additional staff or restructuring class assignments, to provide more individualized support to children with learning disabilities. Schools should also foster a positive and inclusive school culture that promotes understanding, empathy, and collaboration among staff members, parents, and students with learning disabilities.

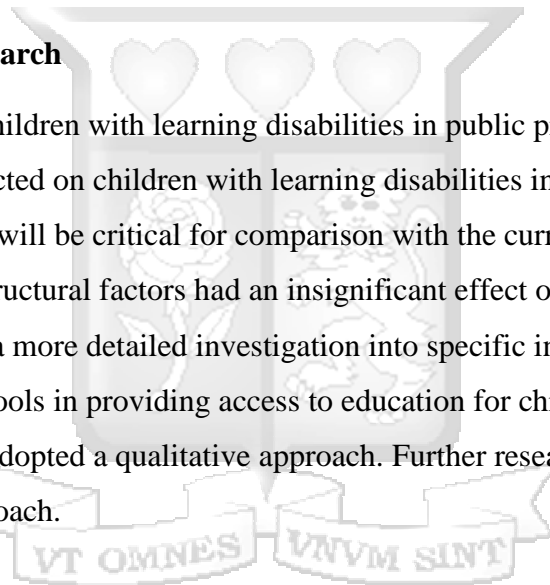
In the area of management, the study recommends a strengthening of school management structures to ensure effective coordination and support for initiatives aimed at promoting inclusive education. Further, the government and the school management should provide incentives, recognition, and support for staff members involved in supporting children with learning disabilities to enhance motivation and retention. The study also suggests increased government

support and resources to enable school management teams to effectively undertake their duties in promoting access to education for children with learning disabilities.

In the aspect of curriculum, the study recommends for a review and revision of the curriculum to ensure it is flexible, adaptable, and responsive to the diverse learning needs of children with learning disabilities. The policy makers should also incorporate feedback from students, parents, teachers, and other stakeholders in the curriculum development process to ensure it aligns with the needs and preferences of children with learning disabilities. Finally, the study recommends provision of training and resources for teachers to effectively implement personalized and inclusive teaching methods that accommodate the diverse learning styles and abilities of children with learning disabilities.

5.5 Areas for Further Research

The study was focused on children with learning disabilities in public primary schools. Further research work can be conducted on children with learning disabilities in private schools in the country. The study findings will be critical for comparison with the current study findings. The study also found that infrastructural factors had an insignificant effect on access to education. Other scholars can conduct a more detailed investigation into specific infrastructural challenges faced by public primary schools in providing access to education for children with learning disabilities. The study also adopted a qualitative approach. Further research can be conducted adopting a quantitative approach.



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APPENDICES

APPENDIX I: INFORMED CONSENT FORM

My name is *Virginia Mwangi*, and I am a graduate student pursuing a Master of Business Administration at Strathmore University. As a part of my graduation requirements, I am to complete a research thesis. My thesis supervisor is Dr. Everlyne Makhanu, in case of any questions or comments, please contact my thesis supervisor or me.

The study aims to determine *Influence of Institutional Factors on Access to Education for Children with Learning Disabilities in Primary Schools in Nairobi County*. Your participation was highly appreciated in advance. Your identity and information was kept confidential. You are free to decline to participate or withdraw at any point where you do not feel comfortable. The information may help in identifying areas of improvement in the Kenyan education system.

Upon your written consent to participate in this research below, the researcher will give you a questionnaire with five parts and should take about 10 to 15 minutes of your valuable time to complete.

My consent to participate:

“I understand that my participation is voluntary, and I am free to withdraw my participation at any time during the study without any consequence.

Signature of respondent _____

Date: _____

Virginia Mwangi

MBA Student

Thesis Researcher

Strathmore University

APPENDIX II: RESEARCH QUESTIONNAIRE FOR PRINCIPALS

Hello,

I'm a student at Strathmore University, currently pursuing a Masters of Business Administration Degree. As part of my academic journey, I'm required to undertake research on an area of interest. Thus, I'm requesting for your assistance in providing responses to the attached questionnaire which sought establish how various institutional factors influence the access to education for children with learning disabilities in primary schools in Nairobi County.

The research data collected will only be used for the above academic requirements and your anonymity is guaranteed during the research. I really appreciate your assistance as you provide the study responses.

Regards,

Virginia – MBA Student – SBS

Part A: Demographic Information

1. What is your gender identity?

Male ()

Female ()

2. What is your highest education qualification?

Degree ()

Master's Degree ()

Doctorate ()

3. How long have you been a principal within the institution?

Less than 5 years ()

6-10 years ()

11-15 years ()

Over 16 years ()

4. Does your school have adequate facilities to support learning for students with disabilities?

Yes ()

No ()

5. Does the school receive any donor support to implement learning for students with disabilities?

Yes ()

No ()

6. Does the school rely exclusively on government support to implement learning for students with disabilities?

Yes ()

No ()

PART B: INSTITUTIONAL FACTORS AND ACCESS TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS IN NAIROBI COUNTY

Kindly provide your response on the below statements using the scale below; 5 = strongly agree, 4 = agree, 3 = moderately agree, 2 = disagree, 1 = strongly disagree.

Access to Education	1	2	3	4	5
1. Within the school we have witnessed increased completion rate among pupils with learning disabilities					
2. The pupils with learning disabilities observe a high level of discipline in the school.					
3. The school has realized improved academic performance among pupils with learning disabilities					
4. The school has a high retention rate among pupils with learning disabilities					
5. The school is able to accommodate a higher number of pupils with learning disabilities					
6. The school provides a conducive environment for pupils with learning disabilities to learn					
7. The school has instituted policies that enhance the inclusion of pupils with learning disabilities					
8. The school is implementing the practices and policies that enhance the inclusion of pupils with learning disabilities					

With your experience in the education sector in the county, how would you characterize the access to education for learners with disabilities?

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	Infrastructural factors	1	2	3	4	5
1.	The school has the required infrastructure that fosters accessibility for pupils with learning disabilities					
2.	The infrastructure facilities available at the school are of good quality.					
3.	The school has enough classrooms to support the number of pupils with learning disabilities to learn effectively.					
4.	Through collaboration within other partners the school has invested adequate physical facilities to improve the learning environment for pupils with learning disabilities					
5.	The school provides the requisite learning equipment to support conducive learning for pupils with learning disabilities					
6.	The school continuously maintains the available infrastructure to ensure smooth accessibility for pupils with learning disabilities					
7.	The school provides quality physical environment to support conducive learning for pupils with learning disabilities					
8.	The resources available are distributed fairly, equally and efficiently among pupils with learning disabilities					

What other infrastructural issues have been critical to the provision of education for learners with disabilities in the school?

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	Human resource factors	1	2	3	4	5
1.	The school conducts regular training for staff to enhance the experience for pupils with learning disabilities					
2.	The school provides the continuous development for our teaching staff involved with pupils with learning disabilities					
3.	The school has quality staff to handle pupils with learning disabilities					
4.	The school has retained qualified teachers with the requisite skills and competencies required for pupils with learning disabilities					
5.	The school has retained a healthy teacher-student ratio to effectively support pupils with learning disabilities					

6.	Teachers have positive attitudes and perceptions towards inclusion of pupils with learning disabilities					
7.	The teachers in the school understand the education plan and the curriculum for pupils with learning disabilities					

What other human resource factors have been critical to the provision of education for learners with disabilities in the school?

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	Management factors	1	2	3	4	5
1.	The school management team delegates duties routinely to the staff who support pupils with learning disabilities					
2.	The school has an effective management structure to support operations.					
3.	The school encourages conducive relations between parents and teaching staff involved with pupils with learning disabilities					
4.	The school management team provides benefits and recognition for staff who support pupils with learning disabilities					
5.	The management provides favourable working conditions to support staff working with pupils with learning disabilities					
6.	The staff is adequately compensated to remain motivated to support pupils with learning disabilities					
7.	There is adequate government support for the management team to effectively undertake their duties					
8.	There is a healthy relationship between the management and school staff					

What other management factors have been critical to the provision of education for learners with disabilities in the school?

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	Curriculum factors	1	2	3	4	5
1.	The school has undertaken necessary steps to facilitate the implementation of curriculum for pupils with learning disabilities					

2.	The current curriculum being utilized within the school is flexible to accommodate changes as required by pupils with learning disabilities					
3.	The current teaching methods are flexible and accommodative of pupils with learning disabilities					
4.	Learners are able to understand the curriculum and provide feedback where it does not work for them					
5.	The school involves various stakeholders to enhance the level of curriculum development aligned to needs of pupils with learning disabilities					
6.	There is a regular curriculum review to ensure the needs of pupils with learning disabilities are catered for.					
7.	Teachers are able to adapt the curriculum content to respond to the learners with Learning disabilities personal talents and interests					
8.	Assessment and evaluation systems are often focused on individual progress rather than academic performance					

What other curriculum issues have been critical to the provision of education for learners with disabilities in the school?

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Overall, what would you recommend to be adopted within public primary schools to enhance access to education for learners with disabilities?

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Thank you for the participation in the survey

Appendix III: Ethical Review Approval



15th February 2024

Mrs Mwangi Virginia,
Virginia.Mwangi@strathmore.edu

Dear Mrs Mwangi,

RE: Influence of Institutional Factors on Access to Education for Children with Learning Disabilities in Primary Schools in Nairobi County

This is to inform you that SU-ISERC has reviewed and **approved** your above **SU-masters** research proposal. Your application reference number is **SU-ISERC1980/24**. The approval period is from **15th February 2024 to 14th February 2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including (informed consents, study instruments, MTA) will be used.
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by SU-ISERC.
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to SU-ISERC within 72 hours of notification.
- iv. Any changes anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to SU-ISERC within 72 hours.
- v. Clearance for the export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to the expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days of completion of the study to SU-ISERC.

Before commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology, and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke/> and obtain other clearances needed.

Yours sincerely,

Mr Ambrose Rachier,
Chairperson; SU-ISERC



Appendix IV: NACOSTI Research Approval



REPUBLIC OF KENYA

Ministry of Science, Technology and Innovation

Ref No: **809497**



**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: **11/March/2024**

RESEARCH LICENSE



This is to Certify that Ms. Virginia Mwangi of Strathmore University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Nairobi on the topic: INFLUENCE OF INSTITUTIONAL FACTORS ON ACCESS TO EDUCATION FOR CHILDREN WITH LEARNING DISABILITIES IN PRIMARY SCHOOLS IN NAIROBI COUNTY for the period ending : 11/March/2025.

License No: **NACOSTI/P24/53639**

Applicant Identification Number: **809497**

Director General: *Walter Mwangi*

**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

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See overleaf for conditions