Inclusive and Sustainable Secondary Education in Kenya: An Explanatory Model

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Abstract

As stated in numerous international documents, participation is a goal that should be attained in a sustainable education system. All people have the right to an education, and inclusive education ensures that every child is present, actively participates, and advances. It is a challenging issue to shift from the way resources are now used to sustainable and inclusive education. This study makes the case for critical participation as a potential component of an Inclusive and Sustainable Education (ISE) strategy. The model examined in this research provides school managers with a tool for the involvement of education stakeholders in public participation in educational matters before implementation. This concept responds to complaints about public involvement procedures and questions about managing schools. Critical ISE education emphasizes resource availability and efficient usage while fostering cognitive growth and personal empowerment. The idea is presented to enhance and facilitate stakeholders' involvement in education. They subsequently gave local stakeholders more authority to decide how best to address issues that impact inclusive education. The positive effects of critical ISE encompass the concepts of change, complexity, uncertainty, and conflict. The four areas are the primary themes when addressing inclusive and sustainable education. The study surveys three themes related to the management of secondary schools. At the local community level, the implications include cognitive development and personal empowerment, simplification of the frequently complex discourse encountered in administering schools, reduction of the sense of helplessness that members of the public often experience in assessment scenarios, reduction of ignorance regarding resource management issues; cognitive conflict resolution; and clarification of the opposing values, interests, or actions at the core of a conflict. Thus, this study proposes the re-development of policies for inclusion and engagement that support equal chances. A significant innovation of the study is the presentation of empirical research findings, which gives this inclusivity and sustainability process a scientific foundation. The study employed a mixed-methods design. A sample size of 375 was adopted for the study. The sample size conformed to a confidence interval of 0.05, a confidence level of 95%, a Z-score of 1.96, and a standard deviation of 0.5. The sample is viewed from the viewpoint of the education stakeholders. Data collection was conducted in schools and education offices. Primary data for this study was collected through questionnaires. The information gathered was supplemented by documentary analysis. Factorial analysis and regression analysis were used to assess the outcomes. The study findings revealed diversity, having a high level of inclusion expertise, and modifying the system have had a positive impact. The study further revealed

that expertise significantly reduces waste, such as in students' dropout and repetition rates. Also, the findings showed that Stakeholders' inclusion significantly enhances sustainable practices. To attain sustainability and inclusiveness in the school environment, implementers of educational policies might take heed of the findings.

Keywords: *Education system, Inclusion, Sustainability, Factor analysis, Kenya*

1. Introduction

The right to education cannot be limited to the formal aspects, such as schools, teachers, students, and learning materials. They also refer to content, regulations, and environments that promote inclusivity. These are reflected in international legal tools (United Nations Human Rights and United Nations Educational, Scientific and Cultural Organization), such as the International Convention on the Rights of the Child [25], the International Convention on the Rights of Persons with Disabilities [1] and Sustainable Development Goal 4 (SDG 4), which supports the guiding principles of the World Education 2030 Agenda. The goal and other international tools are essential for Kenya and Sub-Saharan Africa as they ensure that all children complete primary schooling by 2030. It also provides equal access to vocational training and achieves universal quality higher education. Like every other Sub-Saharan African country, Kenya ratified the international document. Besides, the earlier international documents were domesticated in Kenya. They are reflected in Kenya's legal instruments [2][3][4][5][6][8]. All incorporated inclusive and sustainable education. When we talk of inclusivity in education, it refers to everyone participating in acquiring education. However, sustainable education refers to intelligent and critical participation in the debate about education. Students can examine different arguments and ultimately make up their minds. Sustainable development pivots on conflicts since there is no consensus on the meaning and achievement of sustainable development [9]. Thus, when we speak of inclusivity and sustainability, we refer to the respect for differences that must be catered for. It is, therefore, necessary for the education system to provide inclusivity to all children, no matter their differences. The idea of equal opportunity in education was preferably mounted in the 19th Century by Jean Jacques Rousseau and Thomas Jefferson. According to them, equal opportunity in education means equal chances to access education and participation in education acquisition. However, some factors impact on access to education.

Equal opportunities pose a challenge to inclusive education. Serious concerns about equal chances and human rights are at the core of the inclusive education concept. According to UNESCO [23], inclusion aims to change educational systems to accommodate the variety of their students' and parents' bodies better and fulfill the right to an equal education. Several nations have developed measures to guarantee sustainability and inclusivity. Schools create guidelines to guide diverse policies and put them into action. These guidelines include school policies and procedures, curriculum, and authority. These regulations that Kenyan schools have developed have turned into school cultures and have contributed to the institutionalization of education. Administrators' expectations are based on factors contributing to environmental conditions that don't ensure inclusive and sustainable education. These expectations determine how schools operate.

Working on topics like social justice and equal chances is necessary to implement educational inclusion [10][11][12][13][14][15][16][17][18][19][20][21]. Based on this assumption, we will concentrate on the premises demonstrating that institutionalization cannot ensure equitable chances. As a result, the absence of involvement of stakeholders in

decision-making about resource management does not encourage inclusion. This is also reiterated in educational integration, which is defined by several core concerns. The medical model of disability, on the one hand, assumes that an individual's handicap results from personal difficulties rather than environmental ones.

Thus, the underlying assumption is that the right to inclusive and sustainable education is not dependent on environmental factors. Additionally, children in isolated facilities should be moved to regular school buildings via the integration approach. Then, they are placed in special courses at different times during the school day to attend regular classes. Students with exceptional needs are rehabilitated by putting them in settings that suit their abilities. This is evident in its fundamental methods, which are repeated in the tenets and goals of educational inclusion.

Despite Kenya's government's efforts to realize inclusive and sustainable education, it continues to experience several challenges. These include gender disparities, high poverty levels, teacher supply and quality, and inadequate financial resources. Access to education for learners with disability and special needs continues to face uncharted barriers. To achieve inclusive quality education, it is imperative to focus on the practice of special needs education in Kenya. The Special Needs Education Policy Framework of 2009 aimed at providing a direction in bringing into schooling populations that otherwise had been excluded. Besides, Parental gender bias and cultural norms impact adversely on the child's participation in education. Gender equality in educational opportunities and outcomes is the most challenging to achieve and is inherently more difficult to measure. Many Sub-Saharan Countries (Kenya inclusive) have miles to go before they achieve gender parity and equity in education. Poverty levels remain high. On becoming a republic in 1964, Kenyan leaders vowed to eradicate poverty, disease, and illiteracy. Today, the proportion of the population living on less than one US dollar a day, that is, the poverty line, is higher than ever. With a high poverty rate compounded by the economic crisis, it is a mere dream to attain inclusive and sustainable Teacher Supply and Quality education that is ultimately compromised. The most important determinant of educational quality is the teacher. Thus, education can be improved through the supply of teachers.

2. Problem of the study

In line with Sustainable Development Goal 4, quality education strives to "provide inclusive and equitable quality education that is sustainable." As a result, the goal guarantees that by 2030, all boys and girls will have received a sustainable basic education. Kenya domesticated the international legal instrument on quality, inclusive, and sustainable education. The government has established several structures to achieve inclusive and sustainable education. Despite the structures put in place by the government, there is a public outcry against implementing policies in secondary schools. The deficiency has led to wastage in secondary schools in terms of student dropout rates and repetition rates. This might prevent the realization of Vision 2030 on inclusive and sustainable education. Minimal Studies have been conducted on institutionalized schooling and its influence on inclusive education. Also, studies have not critiqued the influence of the authority of school leadership and its impact on inclusive and sustainable education. In this context, this research analyzed which aspects related to inclusion and integration favor equal opportunities in secondary schools in Kakamega County.

3. Related literature review

3.1. Policies on inclusive education and sustainable education

Agenda 2030 considers education a fundamental and privileged tool for making sustainability, inclusion, social justice, equity, and cohesion effective. Education is widely recognized as an essential tool for development to achieve social welfare, sustainable development, and good governance [9]. Ultimately, education is a critical catalyst in achieving broader development goals and should be at the heart of the global development agenda. There is no more powerful transformative force than education to promote human rights, achieve sustainability, and build a better future for all based on social justice, international solidarity, and shared responsibility [22]. Related literature revealed that policies, integration, and participation were crucial in implementing inclusive education in Secondary schools. In this regard, the variables addressed in the study play a significant role in implementing inclusive and sustainable development. According to various studies [1][10][11][12][13][15][23][24][25], it was established that physical facilities, instructional materials, teachers' and students' characteristics influenced the implementation of inclusive and sustainable education. In this regard, relevant physical infrastructure and learning materials motivate and promote learners' participation. Teachers' and learners' attitudes will be geared towards specific resources. Hence, the promotion of inclusivity and sustainability is realized. There was a consensus from the reviewed literature that these factors influenced the implementation of inclusive education in secondary schools.

The issue of inclusive education continues to generate interest and controversy in general among educational professionals, researchers, and politicians since it ultimately has to do with ideological and political issues that are fundamentally related to the type of world we want and how we understand the terms justice and democracy, among others. Educational inclusion is closely related to the general approach advanced by Sustainable Development Goal number four on education. It is geared towards transforming the world we need by 2030. The purpose is to achieve a sustainable future and not leave anyone behind. Therefore, All values are necessary for developing inclusive education, leading to sustainability.

Developing sustainably, the UN member states are bound by SDG 4 to offer inclusive and high-quality education. As advocated by [7][24][25], quality education is the modification of learning processes that ensure excellence in the acquisition of competencies by learners. UN member states had to ratify the SDGs agreement requiring inclusive and high-quality education. Kenya was required to approve this international agreement just like every other member state. The Kenyan government established a task force to realign education to the new Constitution and Vision 2030 [4]. To implement the task force's recommendations, the Kenya Institute of Curriculum Development Act No. 4 of 2013 must be updated [4]. The Competency-Based Curriculum (CBC) was implemented in the Kenyan educational system to address the need for inclusive and high-quality education. CBC system addresses the issue of inclusive and sustainable education.

It is necessary to move towards public policies where promoting human capital formation can help achieve sustainable development purposes, equality of opportunity, and equity sustained by a state that assumes the role of guarantor of the right to learning opportunities. Moreover, inclusive and sustainable education is necessary and even more urgent in this context.

3.2. Integration and inclusion

Integration in the school environment is considered crucial for implementing inclusive education. This way, integrating children with special educational needs into ordinary schools and classrooms is practiced. The right to education is a key aspect of achieving other rights. This aspect goes from gaining strength by developing critical documents like the convention on the Rights of Persons with Disabilities (2008). This convention convention recognizes the right to education without discrimination for PWDs. Article 24 states that 'state parties shall ensure an inclusive education system at all levels and lifelong learning directed to enabling persons with disabilities to participate effectively in a free society'. The Government of Kenya (GoK) is committed to providing inclusive and sustainable education. The National Special Needs Education Policy Framework [22] was subsequently enacted and put in force effective March 2010—the policy advocates for the provision of education for children with special needs through inclusive education. The government emphasizes inclusive education through regular schools for learners with special needs and disabilities instead of using special schools and special units (MoE, 2009) [22]. Therefore, the evolution towards the integration model was due to three fundamental changes: rethinking special education because of investigations that considered the effectiveness of special classes, the philosophical attacks on particular courses, specifically the labeling and classification of students, and the criticism of minority groups. Integration, thus, is an essential phenomenon for the development of its individuals. Physical infrastructure, equipment, and educational pedagogues should address issues of special needs [15][16][17][18][19].

Integration, therefore, has a significant implication in educational practice with advances in the field of learning. Besides, it is considered an active process for the construction of knowledge. However, this educational model was not achieved with total guarantees because discriminatory practices and attitudes toward students have not been eradicated. Their capacities continued to be questioned, and the results were judged in advance with negative prejudices. Physical infrastructure, instructional materials, and learning approaches are not friendly to SNE requirements [15][16][17][18][19]. With friendly Physical infrastructure, instructional materials, and learning approaches to SNE requirements, learners will be motivated to participate in education. They will, therefore, have a negative attitude towards learning. Subsequently, inclusive and sustainable learning will be promoted. Subsequently, the situation will positively contribute to promoting inclusivity in SSA secondary schools, especially in Kenya.

Educational integration suffers from having been based much more on personal prejudices and ideological assumptions than on study and research results. Currently, integration is outdated and insufficient, as stated in the normative documents, international conventions and recommendations, and the most current bibliography. Educational inclusion has been accepted as orthodoxy in many parts of the world, and political responses are evident throughout developing countries with specific reference to SSA. This is the background to the need for a new integration model based on normative precepts, such as the Universal Declaration of Human Rights or the Convention on the Rights of the Child. Nevertheless, these were reinforced at the UNESCO International Forum in Thailand and the World Conference on Special Needs Education.

The inclusion movement introduces a strong critique of the deficit approach implicit in school integration practices, considering that, in educational practice, integration, in turn, generates processes of segregation even when these may have been considered subtler. Undoubtedly, with the emergence of the inclusive model, we are facing a new transformation

in the reality of school. This is a process of the ideological and conceptual rearmament of the approaches to school integration. Therefore, implementing and practicing an inclusive model in schools requires a global rethinking of the education system since it is based on and justified by some antagonistic principles, typical of a selective model, and, in our opinion, still focused on the integration model.

3.3. Participation and inclusion

As per [19], authority is an essential, troublesome, and inadequately comprehended element of an educational institution. Through the use of authority and power, schools have institutionalized education. As a result, achieving Sustainable Development Goal 4 on inclusion and sustainability is now necessary. Governments throughout have created policies to deal with problems related to education. There are policies in Kenya regarding the financing of elementary education. SDG number four addresses are inclusive and sustainable education. Primary education is offered for free.

On the other hand, tuition fees and textbook levies are established by school policy. Policies created by schools inflate tuition fees. This tuition fee approach badly impacts inclusionary education. Students, parents, or teachers do not complete the procedure. In addition, school uniform costs have a detrimental effect on students' ability to attend.

Students leave school early as a result of exorbitant tuition costs that are inflated in the educational system. As such, it affects kids' access to school. The government has also developed a policy on the prefects' system. This policy aims to further the democratic concept. Nevertheless, in spite of these regulations, head teachers still choose prefects. Students are not permitted to take part. As a result, students have gone on strike to voice their dissatisfaction at schools. Researchers have found that bullies' use of authority and power can contribute to school-related problems. The introduction of school levies and the price of school uniforms harm students' ability to attend classes.

Public participation would minimize the suspicion about the way schools are run. It would address criticisms regarding the way schools are managed. These engagement practices contribute to the development of faith in the school leadership. Trust would persist, and inclusivity and sustainability of education would be enhanced. The availability and effective use of resources are prioritized in critical ISE education, which also promotes cognitive development and individual empowerment. Public involvement is essential for the efficient utilization of resources in schools. The concept is offered as a means of improving and facilitating the participation of stakeholders in education, granting local stakeholders additional power to determine the best course of action for resolving inclusive education challenges. Finally, the positive benefits of critical ISE embrace the notions of change, complexity, uncertainty, and conflict of interest would be managed [7].

To make education inclusive, public participation should be adopted in the daily routines of schools. Even though public participation is explicit, teachers and parents are not involved in the participation of policies to be implemented. The school administrators impose policies that favor them. Vulnerable Children are thereby prevented from accessing education due to school rules [11][20].

4. Methodology

The main objective of this research was to analyze which aspects related to inclusion and integration favor equal opportunities. The following objectives guided the study: To determine policies and knowledge that favor inclusive education and sustainability and

establish the influence of integration on inclusion. And assess the accurate measures to promote participation from the stakeholders' point of view. The study's hypothesis was H0: school policies do not significantly influence implementing inclusive and sustainable education in secondary schools. The study employed a mixed-methods design. Quantitative and qualitative perspectives were adopted as a new approach, using causal regression models to determine which aspects were or were not significant in favor of equal opportunities. To achieve this objective, a survey was conducted among respondents in secondary schools. The sample size included 25 principals (one principal per school), 50 teachers (one male and one female teacher per school), 100 parents (4 class representatives per school), and 200 students (4 male and four female students per school). Through stratified sampling, 25 secondary schools were selected for the study. From these schools, a total of 375 sample sizes were arrived at. The respondents were arrived at from the viewpoint of the stakeholders in secondary education in Kakamega County, Kenya. The sample size conformed to a confidence interval of 0.05, a confidence level of 95%, a Z-score of 1.96, and a standard deviation of 0.5. The sample identified would produce diversified findings, high inclusion expertise, and modifying the systems that would have a significant positive impact. Stakeholders' inclusion in deliberations would significantly enhance sustainable practices. The sample is viewed from the viewpoint of the education stakeholders. Data collection was conducted in schools and education offices. Primary data for this study was collected through questionnaires. The information gathered was supplemented by documentary analysis. Factorial analysis and regression analysis were used to assess the outcomes. Factorial analysis and regression analysis were used to determine the outcomes.

5. Discussions

This study surveyed the aspects of inclusion and sustainable education in secondary schools in Kakamega County. The following objectives guided the study: To determine policies and knowledge that favor inclusive education and sustainability and establish the influence of integration on inclusion. And assess the objective measures to promote participation from the stakeholders' point of view.

To address the first objective, the principals', teachers', and parents' views on the availability of government policies on inclusive education are needed. Their perceptions are captured in Table 1.

Table 1. Perceptions on the availability of policies

Opinions	Headteachers		Teachers		Parents	
	N	%	N	%	n	%
Available	25	100	50	100	100	100
Not available	0	0	0	0	0	0
Total	25	100	50	100	100	100

The table above shows how Principals, Teachers, and Parents responded to the issue of the availability of policies on inclusive education in secondary schools. According to the respondents, the government has developed guidelines for inclusive education. As illustrated in Table 1, 100 percent of principals, teachers, and parents in Secondary schools indicated that schools had received policies on inclusive education. None of the respondents indicated that secondary schools hadn't received the policies.

Overall, the respondents noted that the government had developed policies on inclusive education, and the policies had been dispatched to schools. This was an indication that the

Government of Kenya had legal structures for implementing inclusive and sustainable education. However, school managers didn't enforce them. The findings, therefore, had implications for the head teachers of secondary schools not complying. The findings concur with [11], who noted that institutionalized education harms children. This implied that school policies negatively influenced inclusive education.

The study further sought to establish whether schools adhere to the provisions of the government policies on inclusion. Views were sought from principals, teachers, and parents. Their perceptions were captured in Table 2.

Table 2. Perceptions on the adherence to government policies

Respondents	Very high (5)	High (4)	Moderate (3)	Low (2)	Very low (1)
Principals	5 20%	0 0%	20 80%	0 0%	0 0%
Teachers	0 0%	0 0%	10 20%	40 80%	0 0%
Parents	0 0%	0 0%	30 30%	70 70%	0 0%

After analyzing data on the availability of policies, the study interrogated principals, teachers, and parents' views on adherence to the government policies. Lekard scale of 1-5 points was used to measure respondents' attitudes. Scale 1 indicated low availability, while scale 5 indicated high adequacy. The responses of principals, teachers, and parents regarding the level of adherence to government policies on inclusion were problematic. Considering the respondents' responses in Table 2, none of the respondents indicated that the adherence rate was either very low or high.

However, 80 percent of principals indicated that the level of adherence in Secondary Schools was moderate. At the same time, 20 percent of the teachers noted that the level of adherence in schools was moderate. Thirty percent of parents in secondary schools indicated that the level of adherence was moderate. Meanwhile, 80 percent of teachers indicated that the level of adherence was low. Also, 70 percent of parents in secondary schools showed that the level of adherence was low.

Overall, the respondents noted that the level of adherence was low in Secondary Schools. This implied that Policymakers had developed laws on inclusive and sustainable education. However, policy implementers don't adhere to the legal structures. The findings, therefore, had implications of non-compliance by managers of secondary schools. The findings concur with [11], who noted school deficiencies in implementing quality education. This implied that inclusive education is ineffective due to inadequate instructional materials.

The second objective sought to establish the influence of Integration on Inclusive education. To demonstrate the extent, the study sought views from Principals, teachers, and students. Their views were captured in Table 3.

Table 3. Views on Integration and Inclusion

Respondents	Very high(5)	High(4)	Moderate(3)	Low(2)	Very low(1)
Principals	0 0%	0 0%	15 60%	10 40%	0 0%
Teachers	0 0%	0 0%	5 10%	45 90%	0 0%
Students	0 0%	0 0%	50 25%	150 75%	0 0%

After analyzing data on the adherence to the provisions of the government policies on inclusion, an interrogation of principals', teachers', and students' views on integration was conducted. Lekard scale of 1-5 points was used to measure respondents' attitudes. Scale 1 indicated low preparedness, while scale 5 indicated high readiness. The responses of principals, teachers, and students to integration were problematic. Concerning the respondents' responses in Table 3, 60 percent of Principals in Secondary Schools indicated a moderate integration level. At the same time, 40 percent of the principals noted that the level of integration was low. Also, 10 percent of the teachers in Secondary Schools indicated that the level of integration was moderate.

Meanwhile, 90 percent of the teachers noted that the level of integration was low. However, 75 percent of the students indicated that the level of integration in Secondary Schools was low. Besides, 25 percent of students noted that the level was moderate.

Overall, most respondents noted that the level of integration in Secondary schools was wanting. This implied that though the law provides integration, policy implementers don't adhere to the provision. The findings, therefore, had implications for managers' non-compliance, hence impacting negatively on inclusion. The findings concur with [20], who noted that institutionalized education negatively affected learning. This implied that inclusive education is not being effectively implemented due to a lack of teachers' preparedness.

The study further sought to establish schools adhere to the provisions of infrastructure and equipment that are disability friendly. Views were sought from principals, teachers, and parents. Their views are captured in Table 4.

Table 4. Views on Disability friendly infrastructure and equipment

Opinions	Headteachers		Teachers		Parents	
	N	%	N	%	n	%
Adequate	0	0	0	0	0	0
Inadequate	25	100	50	100	200	100
Total	25	100	50	100	100	100

After analyzing data on Views on Integration and inclusion, the study assessed the adequacy of infrastructure and equipment in secondary schools. Adequacy of infrastructure and equipment for special needs would positively impact a friendly environment to promote inclusivity. The responses of principals, teachers, and students about the adequacy of infrastructure and equipment had issues. Considering the respondents' responses in Table 4, 100 percent of Principals in Secondary Schools indicated that infrastructure and equipment to support inclusivity was inadequate in their schools. Also, 100 percent of the teachers in secondary schools indicated that infrastructure and equipment were inadequate, while 100 percent of the students noted insufficient school infrastructure and equipment. However, none of the respondents indicated that the physical infrastructure and equipment were disability friendly.

Overall, the respondents noted inadequate physical infrastructure and equipment for SNE in secondary schools. It was an indication that students with disabilities lack the proper infrastructure that benefits them. This implied that Secondary Schools lacked the infrastructure and equipment to support inclusive education.

The third objective assessed the real measures to promote participation from the point of view of stakeholders. Therefore, the study sought to establish whether stakeholders were involved in the discussion on introducing education policies. Views were sought from

parents, teachers, and students on the importance of public participation in inclusive education. Their views are captured in Table 5.

Table 5. Parents, teachers, and students' views on participation

Opinions	Parents		Teachers		students	
	N	%	n	%	n	%
Involved	20	20	0	0	50	25
Not involved	80	80	50	100	150	75
Total	100	100	50	100	200	100

After analyzing data on participation teachers, the study assessed views from parents, teachers, and students on public participation before implementing education policies in secondary schools—public participation positively impacts the implementation of education policies. Parents, teachers, and students' responses to public participation before implementing education policies had issues. Concerning the respondents' responses in Table 5, 20 percent of the parents indicated that education stakeholders were sensitized on policies before implementation. Besides, none of the teachers noted that education stakeholders were involved in public participation before the implementation. Also, 25 percent of the students indicated that there was participation.

Further findings from Table 5 revealed that 80 percent of the parents indicated that education stakeholders were not sensitized to education policies. Besides, 100 percent of the teachers noted that education stakeholders were not involved in public participation before implementing the guidelines. Also, 75 of the students noted that there was no public participation prior to implementation.

Overall, all respondents in secondary schools indicated that there was no public participation before implementing education policies. Chapter One of the Constitution of Kenya, 2010, provides for public participation. Hence, citizens' participation in Government decision-making is crucial. A lack of public participation implied that stakeholders were not involved in the policy implementation process. Therefore, failure to sensitize the public to the importance of education policies negatively impacts the implementation process of inclusion and sustainable education. It, thus, led to the introduction of school policies that conflicted with those of the Ministry of Education. Subsequently, it contributed to students not accessing education. Besides, conflicts develop in schools. Consequently, there were obstacles affecting inclusion and sustainable education. This is in concurrence with [5], which envisages the importance of public participation.

A hypothesis was tested to determine the influence of school policies on the implementation of inclusive and sustainable education in secondary schools. The hypothesis stated that H0: school policies do not significantly influence the implementation of inclusive and sustainable education in secondary schools. The results of the Regression analysis done to test the hypothesis are indicated in Table 6.

Table 6. Regression model of Influence school policies on inclusive and sustainable education

				Change statistic				
R	R Square	Adjusted R Square	Std Error of the Estimate	R Square Change	F Change	df1	df2	Sig F Change
.501a	.385	-.321	.537	.321	.740	9	12	.679

a. Predictors: (Constant), teaching aids, equipment, textbooks, teachers' reference books, classrooms, workshops, latrines, administration blocks, policies, in-service courses, staffing, teaching Approaches

b. Dependent Variable: Inclusive and sustainable education

Concerning the data in Table 6, F statistic is the ratio: variations between sample means/ variations within samples; Alpha =value= significance level; Significance level = 0.05; p = value, p>0.05, a hypothesis not rejected; and p< 0.05, hypothesis rejected. The F statistic was .740. It was greater than p= .05. The significant F was at .679, the deviation factor (DF) numerator was eight, and the DF denominator was twelve. Therefore, the p-value was 0.679. The relationship $F (9, 12) = .740$. $p>.05$, $R2=.385$, which is 38.5 percent. The significance level was at.05. The F statistic of .679 was not significant at $p<.05$. The null hypothesis was therefore rejected, and the variables predicted inclusive and sustainable education. The hypothesis was, therefore, rejected. This meant that school policies predicted the implementation of inclusive and sustainable education in secondary schools by 38.5 percent. This implies that there are other factors (61.5 percent) that promote inclusive and sustainable education. Yet, the factors contributing to 61.5 percent were not included in the study. It was, therefore, concluded that school policies significantly influenced the implementation of inclusive and sustainable education in secondary schools. This was an implication that other factors not covered in the study contributed to 61.5 percent of the implementation of inclusive and sustainable education in secondary schools. The study established that school policies predicted the implementation of inclusive and sustainable education in secondary schools by 32.1 percent. The results agreed with those [7] who noted that the positive benefits of critical ISE would be embraced if a conflict of interest were addressed.

The Cronbach's alpha test was used to determine the variable reliability. The findings are reflected in Table 7.

Table7. Cronbach's alpha test on school policies

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No of Items
.7	.740	12

Concerning data from Table 7 on Cronbach's alpha test, the coefficient was 0.740. The reliability coefficient in this study was determined at 0.7 on all standardized items. The questionnaire items were reliable as the coefficient was above 0.7 (0.740>0.7).

6. Major findings

The study findings revealed that in secondary schools, there was no public participation before implementing education policies. This implied that stakeholders were not involved in implementing education policies at the school level. Hence, it leads to schools developing contradictory policies. The failure to sensitize the public to the importance of education policies negatively impacted the implementation process. It led to introducing school policies that conflicted with those of the Ministry of Education. This, therefore, contributed to students not accessing education. Conflicts develop in schools, and they affect the smooth running of schools.

Further study findings noted that adherence to secondary school education policies was high. This has led to inefficiencies in secondary schools. The inefficiencies have negatively impacted inclusive and sustainable education. This implied that inclusive and sustainable education is ineffective due to inefficiencies in schools.

Also, findings revealed that the level of integration of SNE in Secondary Schools was low. This implied that children with disabilities didn't access education. Subsequently, lack of integration poses a threat to the implementation of inclusive education.

Besides, the study findings revealed inadequate physical infrastructure and SNE equipment in secondary schools. This implied that Secondary Schools lacked the infrastructure and equipment to support inclusive education.

Furthermore, the study revealed there was no public participation before the implementation of education policies. This implied that stakeholders were not involved in the policy implementation process. It led to introducing school policies that conflicted with those of the Ministry of Education. Therefore, children could not access education. Also, conflicts have developed in secondary schools due to lack of participation.

Finally, the study revealed that school policies predicted inclusive and sustainable education implementation by 32.8 percent. This implies that there were other factors not covered in the study that should be addressed in order to achieve 100 percent implementation of participation in secondary schools.

7. Conclusions

The main objective of the present work was to establish the inclusive factors that allow for the improvement of inclusive and sustainable education. The contribution and novelty of this work was the achievement of an empirical model that explains the equality of opportunities in education through aspects related to the inclusion of sustainable education. The study's most important aspect is conceptualizing the knowledge of inclusion. Since there are gaps in policy formulation and implementation, head teachers should be sensitized to the importance of public participation to emphasize inclusive and sustainable education. This means that no child would be left behind. Besides, all education stakeholders should be included in school affairs regardless of their circumstances, and integration measures should be observed. Finally, the implementation process addressing participation and diversity is crucial. Subsequently, head teachers would actualize inclusion through public involvement. It has also been shown that some aspects have a negative impact. The factor of the integration of students, in a significant way, reduces equality. Although head teachers may view integration as insignificant, the factors of school integration measures also have a negative impact. This is a result of notable relevance in our study since it empirically demonstrated that integration is an exclusionary system that does not guarantee equal opportunities. The real effective mechanism is inclusion.

8. Recommendations

The study recommended that managers or policymakers change educational laws regarding inclusion, per sustainable development goal four. The study further suggested that, in order to support equitable chances in school, the integration system be made more practical. The report also suggested that school administrators involve the general public in the process of putting education plans into practice.

9. Acknowledgment

10. Study Limitations

This study, like any other study, had various limitations. The geographical setup of the study site was a significant limitation of this study. The site was expansive and cosmopolitan. It affected the transport infrastructure during the rainy season. The sampling procedure was also a limitation. Besides, responses from respondents were a limitation.

Furthermore, research tools were a limitation. The study about mitigating limitations was conducted in March 2024, when the rains had subsided. The population was cosmopolitan, so the study findings were generalized. Besides, the study sampled respondents from all over the study site through stratified sampling. The major study tool was a questionnaire. Question items had both open and closed-ended questions. The researchers' skills of creativity and flexibility determined the reliability and validity of question items. Also, various research tools used to gather information ensured the supplementation of each other. Furthermore, information on inclusion education was not manipulated. Also, respondents were assured of confidentiality and anonymity.

11. Study contributions

The stakeholders in education in Kenya and Sub-Saharan Africa should take note of this study. The necessity of inclusive and sustainable education may be brought to the attention of the stakeholders. It could help draw attention to issues transitioning from ineffectiveness to effectiveness in schools. Policy makers and implementers may utilize the research findings to address concerns that support inclusive and sustainable education in educational establishments. Due to its statistics on inclusive and sustainable education and contribution to the body of knowledge, the study may be necessary for comparative and international education.

The expectations and realities of equal chances in education should be discussed more thoroughly through research on inclusive and sustainable education. According to the fourth education-related sustainable development goal, it should focus on the issue of high-quality education. Activity that encourages diversity should be the main focus of education.

12. Funding source

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