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INFLUENCE OF SOCIAL INCLUSION STRATEGIES ON COMMUNITY DEVELOPMENT: A CASE STUDY OF INCLUSIVE EDUCATION SCHOOLS IN KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA

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ABSTRACT

Community involvement in education is important for many reasons as it helps in the ability to identify local education issues and to develop strategies to resolve barriers that impede access and retention and compromise quality. Inclusion is understood as a process of recognizing and responding to differences in the needs of all students, increasing participation in education, culture and society and reducing exclusion in and out of education. This study sought to find out the Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. The specific objectives of the study included: to find out the influence of community participation on Community development; to establish the influence of Training Strategy on Community development; to find out the influence of Community Leadership on Community development. The study adopted descriptive research design to establish the associations among the key study variables. The target population for the study constituted two hundred and twenty people that include the School Management; Community leadership; Teachers; Educational Officials and parents (Children with Disability). The researcher used a sample of 67 respondents that was 30% of the total population. Stratified sampling technique was adopted in this study and Purposive sampling was used for selecting respondents. The main data collection instruments were structured questionnaire and an interview guide. To establish the validity of the research instrument the researcher sought the opinions of experts in the field of study especially the researcher's supervisor and lecturers. The reliability of the study measures was assessed by computing Cronbach's Alpha coefficient for all items in the questionnaire. A Cronbach's alpha (α) of more than 0.7 was considered acceptable while a Cronbach's alpha (α) of less than 0.7 was considered questionable. Data analysis for quantitative items was carried out using an analytical tool, the Statistical Package for Social Science (SPSS) version 24. Pearson's Correlation, Analysis of variance (ANOVA) and Multiple Regression Analysis was used to establish the relationships among the study variables and presented by use of figures and tables. Regression coefficients indicated that Community Participation Strategy, Training Strategy and Leadership Strategy predict the Community Development. The results of the linear regression indicate that $R^2=0.6339$ and $R= 0.7962$, an indication that there is a strong linear relationship between Social Inclusion Strategies and Community Development. The independent variables explained 63.39% of the variability of our dependent variable while the remaining percentage of 36.6% indicates that not all issues under study affect community development. The study concluded that, social inclusion strategies influence community development with leadership strategy having the highest positive influence. Training strategy had the second most positive influence with community development in inclusive education Schools while community participation strategy is had the highest positive influence with community development in Inclusive Education Schools.

Key Words: Social Inclusion Strategies, Inclusive Education, Kakuma Refugee Camp

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INTRODUCTION

Community can be defined by characteristic that the members share, such as culture, language, tradition, law, geography, class, and race. Weyman and Fussell (1996) elaborate and define development as a process whereby people make life easier for each other by collaborating in the formulation of a vision their future and a collective action for resolution of perceived needs. Community development is a social process involving residents in activities designed to improve their quality of life. Bray (1996) identifies three types of communities; the first is geographic community, which is defined according to its member's place of residence, such as a village or district. According to the basic needs theoretical approach, "community development" is probably one of the most common terms used among people involved in programs in the upliftment of communities. Community development is one of the most productive ways to improve the lives and livelihoods of individuals within a community (Syme & Ritterman, 2009). Wlazer, (2010) asserts that Community Development initially focused on poverty alleviation at the initial stage but however, as development thinking expanded, the focus shifted from poverty reduction to putting emphasis on social transformation. The community development projects are initiated to boost development at the community level which eventually contributes to the national development agenda.

A socially inclusive society is a society where all people are recognized and accepted and have a sense of belonging. The concept of social inclusion gained prominence in the policy discourse in Europe since it replaced the concept of poverty, taking into its fold more dimensions of people's lives than the poverty concept. Community development initiatives have been on the rise in the recent past with most of the development practitioners targeting to directly work with and impact the people at the community level. Community development focuses on both the social as well as

economic aspects of a community as a means of making it more self-sufficient and sustainable so that people have access to better opportunities for their families. Community development projects empower people and encourage participation by involving them in bringing change and in that they develop different skills, knowledge and experiences. Community development practitioners are engaged in a variety of activities that include economic development, housing, job training and others (Brophy & Shabecoff, 2001)

Social inclusion through education is considered as the only way towards sustainable development. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. Community involvement in education is important for many reasons as it helps in the ability to identify local education issues and to develop strategies to resolve barriers that impede access and retention and compromise quality. Freire, (1984) asserts that education is the practice of freedom of means by which men and women deal critically and creatively with reality and find ways to engage in the process of transformation in their own world. Education plays a key role in helping with this goal by providing skill sets and knowledge that enable individuals to develop economically, socially, and personally. The role of the community in education is important, not only waiting for help from the government. Society provides a big role in building and developing education. This is because in society there is intensive social interaction (Soekanto, 2004).

Comprehensive early childhood care and education programs improve children's wellbeing, prepare them for primary school and give them a better chance of succeeding once they are in school. Education provides communities with the necessary tools they need for success in life, and enables members of those communities to succeed above and beyond expectations as the schools are a focal social institution that is intrinsically linked to their community's welfare and growth (Dayaram,

2011). It gives people in the community the skills they need to fulfill their full potential and exercise other rights such as the right to life and health (SES, 2010). Education reduces poverty by providing knowledge and skills that enable people to earn more money; it generates income through increased productivity, participation in the labor force and entrepreneurship. Morrison (2002) argues that if a school is to emerge and develop effectively and smoothly, networks can become the platforms of scaffolding for the emergence of rich ideas. He adds that the development of a common vision is more important than the product of a common vision. King and McGrath (2002) state that demand orientation should force quality and quantity to respond positively and that it is necessary to think very carefully about the nature of demand and who it is for. Fullan (2011) concurs and explains that the role of ownership of something new for a large number of people is tantamount to real change.

Kenya embraced the education policy/reform on inclusive education as a way of realizing millennium development goals and education for all goals. UNESCO (2019) stresses the importance of inclusive education, calling on governments to 'give the highest policy and budgetary priority to enable them to include all children regardless of individual differences or difficulties' and to 'adopt as a matter of law or policy the principle of inclusive education, enrolling all children in mainstream schools. Winzer et al (2000) defined educational inclusion as the process of allowing all children, regardless of disability, race, or any other difference the opportunity to remain a member of the regular classroom. Inclusive education is understood as a process of recognizing and responding to differences in the needs of all students, increasing participation in education, culture and society and reducing exclusion in and out of education (UNESCO, 2019). Nguyet and Ha (2010), inclusive education is a process of addressing and responding to the diverse needs of all children by increasing participation in learning and reducing exclusion

within and from education. It hasn't been properly acknowledged that communities themselves have resources to give to education, even if some have historically been interested in their children's education. Communities can be resources by imparting local knowledge to their children. Parents, families, and communities can learn about the causes of low enrollment, low attendance, and subpar academic performance in their schools by being involved in the research and data collection process.

Inclusive practices are intended to assist educators to meet the needs of a diverse population of children with varying cognitive abilities; developmental and learning disabilities; sensory impairments; and different cultural and socioeconomic backgrounds. It is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities such as learners with special needs and disabilities, children from ethnic and linguistic minorities. Mittler (1993) argues that voluntary organizations play a central role in organizing education and other services for those with disabilities.

The Kenyan Constitution of 1963 prohibited discrimination, but not on the basis of disability which has since been replaced by the 2010 Constitution, which includes a specific statement affording all Kenyans with disabilities the right to education when it states. The Kenyan government is committed to having a comprehensive education system to address the plight of children with disabilities and address their plight. It is a mechanism to provide educational opportunities for all groups of children in mainstream education, to address the needs of various educational needs. Long-term involvement has been identified as the best way to combat racist attitudes, build a vibrant society, build a cohesive society, and gain a deeper education.

Objectives of the Study

The objectives of the study included:

- To find out the Influence of Community Participation Strategy on Community Development in Inclusive Education Schools
- To establish the Influence of Training Strategy on Community Development in Inclusive Education Schools
- To find out the Influence of Leadership Strategy on Community Development in Inclusive Education Schools

LITERATURE REVIEW

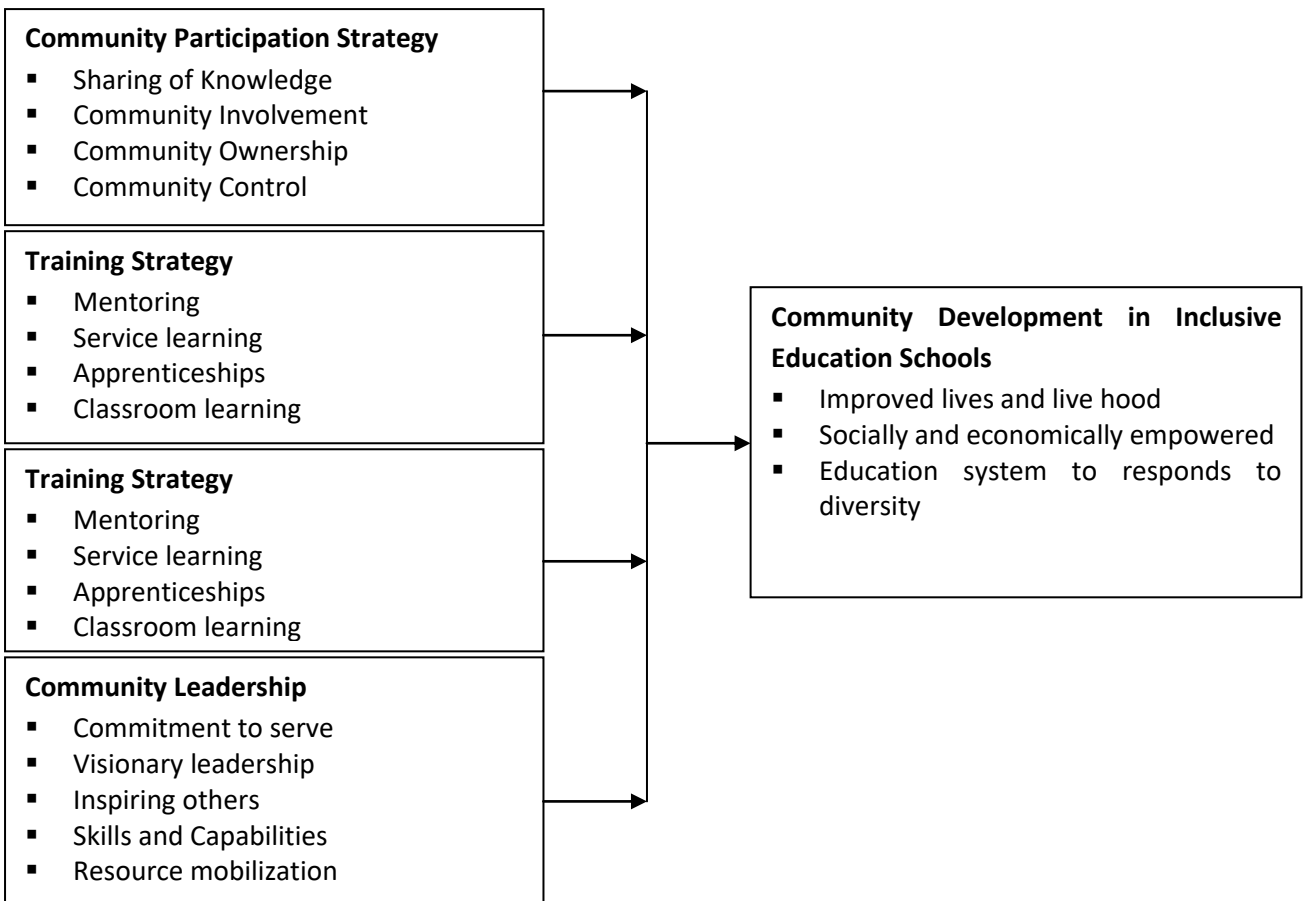
The study incorporated the Empowerment Theory and Community Development Theory

Conceptual Frame work

A conceptual framework is a set of concepts, assumptions, expectations, beliefs, and theories that supports and informs a research process

according to (Robson & McCartan, 2016). The conceptualization of variables in academic study is important because it forms the basis for testing hypothesis and coming up with generalizations in the findings of the study (Dwi, 2011).

The conceptual framework of this study includes four independent variables and one dependent variable. Independent variables are factors that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor variables while dependent variables are factors that depend on the independent variables or outcomes or results of the influence of the independent variables. According to Cresswell (2007), the other names for dependent variables are criterion, outcome, and effect variables.



Independent Variables

Dependent Variable

Figure 1: Conceptual Framework

Source: Researcher (2023)

Influence of Community Participation Strategy on Community Development in Inclusive Education Schools

Commonalities among the inhabitants of a community can be characterized by things like location, class, race, culture, language, tradition, and the law. According to Shaeffer (1992), some communities are cohesive while others are antagonistic, and some are homogeneous while others are heterogeneous. Certain communities are led by democratically elected officials who function relatively independently from other governmental branches, while other communities are run by leaders appointed by central authorities.

Participation is the practice through which stakeholders' input and share control over development proposals, decisions and resources which affect them (Odhiambo and Taifa, 2009). Partnership in development process allows stakeholders to work, talk and participate in solving problems with individuals who are often perceived as masters. Participatory approaches are based on shared ownership of decision-making. Participatory approaches demand that we redefine the relationship between donors, development workers, partners and beneficiaries. Participatory development is one of the most important approaches for realizing self-reliant, sustainable development and social justice. Oakely (1991) define the term participation as harnessing the existing physical, economic and social resources of rural people in order to attain the objectives of community development programs and projects. Paul (1987) also refers participation as the shift and a self-transformational process and learning by practice. Participation can be of three kinds: involuntary participation, transient participation motivated by self-interest, and voluntary, sustainable participation.

Community participation involves sharing on knowledge and experience which is shared to create solutions into communal and cooperative action to achieve desired goals. Burns and Taylor (2000) assert that Community participation is

concerned with engagement of individuals and communities in decisions about things that affect their lives. Dannyet. et al. (2004) asserts that community participation is of absolute importance when it comes to community development. Families and parents need support from their communities and society in order to raise, socialize, and educate their children. By providing them with necessary skills, schools can help students become better citizens by preparing them to contribute to the advancement of the community in which they live. Schools shouldn't and can't function as independent social institutions. Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society.

Qualitative improvement through sustainable participation is impossible without a long-lasting process such that organizations are formed and in the process, the ability to manage resources is raised, norms are created and the mechanisms for creating them are internalized, and basic abilities needed to negotiate externally are acquired. Creating a favorable environment for participatory development by guaranteeing the people's right to dissent or lodge objections, by making universal education available to more people, and by guaranteeing that free market economy activities are an indispensable element in the promotion of this long-term process. The rationale behind the emergence of the participatory development approach is that the participation and involvement of beneficiary groups develop and strengthen the capabilities of beneficiary groups in development initiatives.

Parents and communities can discover that child education improves in many aspects of their lives including economic productivity, family health and nutrition, reduced fertility rates, and lower child mortality rates, by getting involved in school activities and keeping in regular contact with teachers. Including communities and parents in school-related talks facilitates the identification of barriers that keep children out of the classroom. It

is important for parents to voice their worries and the reasons behind their decision to keep their children home from school.

Influence of Training Strategy on Community Development in Inclusive Education Schools

Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Omole (1991) sees training as any process concerned with the development of aptitudes, skills and abilities of employees to perform specific jobs with a view to increase productivity. Beardwell and Hidden (2001) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Corporations are offering a variety of training programs to meet their organizational needs. Training ensures that intervention strategies are used validly, effectively and correctly. Appropriate intervention strategies are then developed to help the child gain new knowledge and experience with different teaching methods. According Cole (2002) the purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success.

Training the staff on the issues of Social Inclusive Education system help them to meets the needs of the child in a normal and inclusive way, instead of adapting the child with special needs to the needs of the system. It involves changes and adjustments in approaches to content, structures and strategies, with a shared vision that applies to all children of an appropriate age and the belief that it is the responsibility of mainstream schools to educate all children (UNESCO, 2019). Training of teachers will make them accept all children regardless of their physical, mental, social, emotional, linguistic or other condition. Teachers also need to change their thinking about how all students should be supported despite their different needs.

Moodley (2002), states that when teachers are trained and have the skills to work with children with special needs, they usually gain confidence in their work. The teacher can acquire both Pivotal response training (PRT) Social skills training (SST). PRT has been applied to reduce behavior problems, teaching academic and social skills. The main idea of PRT is that by modifying pivotal areas in individuals on the spectrum including motivation, response to multiple cues, self-management, and initiation of social interactions, there will consequently be positive effects in other domains of functioning (Cadogan & Mc-Crimmon, 2015). Social skills training (SST) is an intervention that utilizes elements from behavioral and learning techniques that focuses on teaching specific social skills (White, Keonig, & Scahill, 2007).

Influence of Leadership Strategy on Community Development in Inclusive Education Schools

Leadership is defined as the behavioral process of influencing the activities of an individual or group to accomplish goals in a given situation (Robinson & Green, 2011). Leadership plays an important role in molding the community, economic, and political life of rural societies. Aref and Redzuan (2009) and O'Brien and Hassinger (1992) asserted the significance of rural leaders in assuming essential role in the rural development. Leaders are important in any form of community development because they are responsible for shaping a Community focus, listening to the people's needs, make important decisions for the benefit of the community have foresight, encourage fair treatment of people, and develop partnerships that will benefit the community.

Community leadership benefits from being embedded into social networks, shared vision and decision making, but pre-existing skills and tacit knowledge also play a role. Robinson and Green (2011) assert that the common issue and the challenge for community development programs is leadership. Community leadership requires coordination and interaction among recognized community leaders. It revolves around power or

ability to manipulate existing conditions to create desired outcomes (Allen, 1974). Research has demonstrated that the correlation between social cognition and leadership has a significant role in rural civilizations' overall prosperity (Avant & Copeland, 2013). Every civilization has persons in charge of running it and a leader who drives causes and reforms. These are leaders with heart, soul, and a great desire to enhance their society for the benefit of the coming generation. According to Williams and Lindsey (2011), these leaders also have a big influence on a community's political, economic, social, and cultural institutions.

Community leaders have been shown to be an effective mechanism to support and enable community development in the past (Kirk & Shutte, 2004). Therefore, a theoretically-based model of community leadership should aid not only community leaders directly, but also secondary recipients within the community that benefit from development activities (Barker, Johnson, & Lavalette, 2001). Because they have a decision-making position, community leaders are sometimes viewed as a "mouthpiece" for their community. This can lead to a significant expectation that they represent a big group of people, despite the diversity of interests and perspectives (Munro 2008). Community leaders' practice of effective leadership style is perceived to bring changes among the community in the social, economic and cultural aspects, as well as changes in the way of thinking among rural communities.

The community leader helps in learning, networking, and communicating expectations (Martiskainen 2017). According to Onyx and Leonard (2011), effective community leaders typically involve representatives and stakeholders in decision-making processes. Effective Community leaders tend to have a sense of service (Van Wart, 2003) and accountability (Van-Dierendonck & Nuijten, 2011) and also have been found to be highly participative (House & Mitchell, 1974), and take on a symbolic role for the group. Warner (2002) believes that a successful leader should be

visionary and able to lead his followers in a transparent manner while creating an atmosphere that allows people themselves to follow the process of economic development.

Leaders should aim at helping people to see themselves in role and understand their roles, no matter how constantly changing and unstable they are. They should help people to link their authority to that of others and bring their interdependent experiences into focus. The success or failure of a community depends on the role of a leader and how the organization is directed, administered and managed efficiently (Scheffert, 2007). The active participation of community leaders is claimed to determine the direction of a program and ensure the success of a program development, particularly in aspects related to the economy. Participation of community leaders in the actual development projects is important to success, as it builds upon social capital and encourages community participation (Kuponiyi 2008).

METHODOLOGY

Research Design

Cooper and Schindler (2008) describe research design as the arrangement of all conditions that affect a research ranging from data collection to data analysis. It is a plan on how a study was conducted or a detailed outline of how an investigation took place. Orodho (2009) define a research design as an outline or plan that is used to generate answers to research problem. The study adopted a descriptive research design to establish the associations among the key study variables. Creswell (2014) posit that a descriptive research design is that design that ensures that data is collected to describe persons, organizations, settings and phenomena.

Target Population

Ngechu (2004) defines the target population as the whole group of people (or objects) who share certain traits as determined by the sampling criteria set forth for the research. Mugenda & Mugenda (2013) highlights the target population as a number

of individuals about which a researcher is interested in describing or making a statistical inference. The target population for the study constituted two hundred and twenty people that include the School Management; Community leadership; Teachers;

Educational Officials and parents (Children with Disability). Similarly, Sekaran and Bougie (2016) describe a population as the full assembly of individuals or items that captivate a researcher's investigative interest.

Table 1: Target Population

Section	Target Population
School Management	5
Community leadership	30
Teachers	15
Education Officials	20
Parents (Children with Disability)	150
TOTAL	220

Source: Kakuma Refugee Camp (2023)

Sample and Sampling Procedure

Sampling is a plan which is determined before data is actually collected for obtaining a sample from a given population (Orotho, 2009). Stratified sampling technique was adopted in this study. Kothari (2017) posits that stratified sampling is used when a population of the study from which sample has been drawn does not constitute a homogeneous group. In this case the stratified sampling involved dividing the population into series of relevant strata where it was expected that the sample of the study was likely be more representative. Lewis and Thornhill (2009) support the categorization of homogeneous subjects into various strata. Sekaran & Bougie, (2010) describes sampling is an element of data collection or a section of a population that is selected for a research process.

Sample size selection is a major concern for researchers because it is a critical function of designing and planning the research design. Sample size is the specific number of items to be selected as the sample from the total population which the researcher used. Purposive sampling was used for selecting respondents from the group of School Management; Community leadership; Teachers; Educational Officials and parents (Children with Disability). Mugenda and Mugenda (2013), asserts that purposive sampling is used where the researcher is able to use cases with the required information to obtain only what is required in the study. The researcher used a sample of 67 respondents that was 30% of the total population. According to Mugenda and Mugenda, (2013), when the study population was less than 10,000 a sample size of between 10 and 30% was a good representation of the target population.

Table 2: Sample Size

Section	Target Population	Sample Size
School Management	5	2
Community leadership	30	9
Teachers	15	5
Education Officials	20	6
Parents (Children with Disability)	150	45
TOTAL	220	67

Source: Kakuma Refugee Camp (2023)

Data Collection Method

Mugenda and Mugenda, (2013) describes data collection as the means by which information is obtained from the selected subject of an investigation. This study will use both primary and secondary data. Primary data is the data collected directly from first-hand occurrence which has not been exposed to processing or any other handling. Primary data can be collected by means of qualitative data collection instruments (focus group discussions, interview guide and observations) and quantitative data collection instruments (questionnaires) according to (Creswell, 2006). Primary data was collected by use of semi-structured questionnaires. Kothari (2004) indicates that a questionnaire is a cost efficient method to collecting information particularly from a huge group of respondents and it facilitates anonymity.

The questionnaire is an instrument used to gather data which allows measurement for and against a particular view point (Orotho, 2009). The administration of questionnaires to individuals helps to establish relationships with the respondents while introducing the survey (Alistair, & Martin, 2012). The use of questionnaires is preferred as it ensures confidentiality, saves on time, and easy to administer (Mugenda & Mugenda, 2013).

Validity and Reliability of Research Instrument

Barasa, Namusonge and Iravo, (2016) describes Validity as the criteria for how effective the design is in employing methods of measurement that captures the data for the purpose of addressing the

research questions. Mugenda and Mugenda (2013) contend that the usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field. To establish the validity of the research instrument the researcher will seek the opinions of experts in the field of study especially the researcher's supervisor and lecturers. Bryman and Cramer (2012) maintain that validity can be assessed and ascertained through several methods, notably content validity, face validity, and construct validity. For this investigation, content validity was scrutinized through insights from supervisors and feedback from panellists during preliminary presentations. This collaborative input was instrumental in confirming that the research tools' content aligned with the concepts they're intended to measure.

Reliability in statistics is the overall consistency of a measure. The reliability of an instrument refers to its ability to produce consistent and stable measurements according to (Barasa, 2016). The reliability of the study measures was assessed by computing Cronbach's Alpha coefficient for all items in the questionnaire. Sekaran and Bougie (2016) opined that Cronbach's alpha coefficient ranges between 0 and 1 with higher alpha coefficient values of 0.7 and above being more reliable. Barasa, Namusonge and Iravo, (2016) assert that, a measure is said to have a high reliability if it produces similar results of measurement under consistent conditions. A Cronbach's alpha (α) of more than 0.7 was considered acceptable while a Cronbach's alpha (α) of less than 0.7 was considered questionable.

Table 3: Table Cronbachs Alpha Reliability Coefficients

	Cronbach's Alpha	Cases	Decision
Community Participation	0.705	5	Reliable
Training	0.717	5	Reliable
Leadership	0.743	5	Reliable
Community Development	0.799	5	Reliable

Source: Research Data (2023)

RESULTS

Influence of Community Participation Strategy on Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects of Community Participation Strategy on Community

Development in Inclusive Education Schools by ticking (v) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to community participation strategy are presented in the table below;

Table 4: Community Participation Strategy

Statement	Mean	Std. dev
We encourage the sharing of Knowledge and experience	4.00	.832
The community members are involved in decision making	3.38	.908
There is community ownership in all of our projects	3.33	.927
Our community is in control in the planning, implementation and monitoring of our projects	4.38	.842
We provide an inclusive environment that promote diversity	4.36	.738
Total	3.89	

Source: Research data (2023)

As shown on table 4, statements on: We encourage the sharing of Knowledge and experience had a mean of 4.00; The community members are involved in decision making had a mean of 3.38; There is community ownership in all of our projects had a mean of 3.33; Our community is in control in the planning, implementation and monitoring of our projects had a mean of 4.38 and We provide an inclusive environment that promote diversity had a mean of 4.36. On an average mean of 3.89, school managers; community leader; teachers; educational officials and parents agreed

that inclusion strategies affected community development at Kakuma Refugee Camp.

Influence of Training Strategy on Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects of Training Strategy on Community Development in Inclusive Education Schools by ticking (v) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to Training Strategy are presented in the table below;

Table 5: Community Participation Strategy

Statement	Mean	Std. Dev
We provide Mentorship programs to the Community on inclusive Education	4.05	.724
We offer service learning to the community members on inclusive Education	4.03	.743
We offer apprenticeship programs to the community on inclusive Education	4.08	.623
We support our staff and community in classroom learning on inclusive Education	4.10	.641
Total	4.065	

Source: Research data (2023)

As shown in table 5, statements on: We provide Mentorship programs to the Community on inclusive Education had a mean of 4.05; We offer service learning to the community members on

inclusive Education had a mean of 4.03; We offer apprenticeship programs to the community on inclusive Education had a mean of 4.08 and We support our staff and community in classroom

learning on inclusive Education had a mean of 4.10. On an average mean of 4.065, school managers; community leader; teachers; educational officials and parents agreed that training strategies affected community development at Kakuma Refugee Camp.

Influence of Leadership Strategy on Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects of Leadership Strategy on Community Development in Inclusive Education Schools by ticking (v) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to Leadership Strategy are presented in the table below;

Table 6: Leadership Strategy

Statement	Mean	Std. Dev
Our Community leaders are committed to serve	4.11	.942
Our Community leaders are visionary	3.38	.963
Our Community leaders inspire others	3.76	.969
Our leaders have skills and capacity to run our community projects	4.59	.880
Our community leaders are good in resource mobilization	3.38	.877
Our Community leadership have mainstreamed Inclusive Education in our community development	3.55	.771
Total	3.795	

Source: Research data (2023)

As shown in table 6, statements on: Our Community leaders are committed to serve had a mean of 4.11; Our Community leaders are visionary had a mean of 3.38; Our Community leaders inspire others had a mean of 3.76; Our leaders have skills and capacity to run our community projects had a mean of 4.59; Our community leaders are good in resource mobilization had a mean of 3.38 and Our Community leadership have mainstreamed Inclusive Education in our community development had a mean of 3.55. On an average mean of 3.795, school managers; community leader; teachers; educational officials and parents agreed that

leadership strategies affected community development at Kakuma Refugee Camp.

Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects on Community Development in Inclusive Education Schools by ticking (v) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to Community Development in Inclusive Education Schools are presented in the table below;

Table 7: Community Development in Inclusive Education Schools

Statement	Mean	Std.dev
Our lives and live hoods have improved	3.75	.630
Our Community feels socially and economically empowered	3.90	.598
Our Community education systems responds to our diversity	3.85	.933
Adoption of Inclusive education practices has contributed to promoting social integration of children with disabilities	3.80	.745
Total	3.825	

Source: Research data (2023)

As shown in table 7; Our lives and live hoods have improved had a mean of 3.75; Our Community feels socially and economically empowered had a mean of 3.90; Our Community education systems responds to our diversity had a mean of 3.85 and Adoption of Inclusive education practices has contributed to promoting social integration of children with disabilities had a mean of 3.80. On an average mean of 3.825, school managers; community leader; teachers; educational officials and parents agreed that inclusion strategies have influenced community development at Kakuma Refugee Camp.

Correlational Analysis

To ascertain the association between Social Inclusion Strategies and Community Development

in Inclusive Education Schools, a correlation study was conducted, as indicated in Table 8. The results of the analysis showed that the Community Development in Inclusive Education Schools has a significant and moderate positive correlation with Community Participation Strategy (CP) X_1 ($r = 0.560$, $p < 0.01$); Training Strategy (T) X_2 and Community Development in Inclusive Education Schools ($r = 0.502$, $p < 0.01$); Training Strategy (T) X_3 and Community Development in Inclusive Education Schools ($r = 0.413$, $p < 0.01$); and lastly the correlation between Leadership Strategy (L) and Community Development in Inclusive Education Schools ($r = 0.695$, $p < 0.01$) practice X_3

Table 8: Correlational analysis

		Community Development	Community Participation Strategy	Training Strategy	Leadership Strategy
Community Development	Pearson Correlation	1			
	Sig. (2-tailed)				
Community Participation Strategy	Pearson Correlation	.560**	1		
	Sig. (2-tailed)	.000			
Training Strategy	Pearson Correlation	.413**	.802**	1	
	Sig. (2-tailed)	.000	.000		
Leadership Strategy	Pearson Correlation	.695**	.653**	.698**	1
	Sig. (2-tailed)	.000	.000	.000	

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

* Correlation is significant at the 0.05 level (2 tailed).

Source: Research Data (2023)

Regression Analysis

This study conducted the regression analysis to assess the Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. Statistical Software for Social Sciences (SPSS) was used to code and compute the regression analysis of the study. From table 9 model summary was considered in this study to confirm the fitness of the regression model

in explaining the relationships that exists between the study variables.

From table 9, Regression coefficients indicate that Community Participation Strategy, Training Strategy and Leadership Strategy predict the Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. The results of the linear regression indicate that $R^2=0.6339$ and $R= 0.7962$, an indication that there is a strong linear

relationship between Social Inclusion Strategies and Community Development. The independent variables explained 63.39% of the variability of our

dependent variable while the remaining percentage of 36.6% indicate that not all issues under study affect community development.

Table 9: Model Summary for Community Development in Inclusive Education Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.7962 ^a	.6339	.5902	.6125

a. Predictors: (Constant), Community Participation Strategy, Training Strategy and Leadership Strategy

b. Dependent Variable: Community Development in Inclusive Education Schools

From Table 10, ANOVA test findings show that the that Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive

Education Schools in Kakuma Refugee Camp, Turkana County, Kenya $F(3, 52) = 3.341, p < .05, R^2 = .6339$.

Table 10: ANOVA^a (F-Test) Analysis for Community Development in Inclusive Education Schools

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.223	3	3.074	3.341	.023 ^b
Residual	45.102	49	.920		
Total	52.099	52			

a. Dependent Variable: Community development

b. Predictors: (Constant), Community Participation Strategy, Training Strategy and Leadership Strategy

Table 10 below; shows that the regression model had a p-value $0.023 < 0.05$ hence statistically approved. The probability value of 0.023 indicates that the regression relationship was significant in determining Community Participation, Training Strategy and Leadership Strategy and community development. The F calculated at 5% level of significance was 3.341. Since F calculated is greater than F critical value, it shows that the overall model

was significant and the study variables affect community development.

The study also sought to determine the beta coefficient of the variables. The findings as presented in the Table 11 shows that; Community Development in Inclusive Education School = **4.643 + 0.271** Community Participation Strategy + **0.356** Training Strategy + **0.599** Leadership Strategy

Table 11: Coefficients^a for Community Development in Inclusive Education School

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	4.643	1.399		3.319	.001
1 Community Participation	.271	.108	.301	2.517	.014
Training Strategy	.356	.219	.423	3.112	.000
Leadership Strategy	.599	.092	.665	6.498	.000

a. Dependent Variable: Community Development in Inclusive Education School

The general regression Model arrived at was $Y = 4.643 + 0.271X_1 + 0.356X_2 + 0.599X_3$

$X_2 =$ Training Strategy; $X_3 =$ Leadership Strategy

Where:

Y = Community Development in Inclusive Education School; $X_1 =$ Community Participation Strategy

The findings presented also show that, taking all other independent variables at zero, a unit increase in Community Participation would lead to a 0.271 increase in the score of community development at

inclusive education schools in Kakuma refugee camp. Further it was found that a unit increase in training would lead to a 0.356 increase in the scores of community development at inclusive education schools in Kakuma refugee camp; a unit increases in the scores of leadership would lead to a 0.599 increase in the scores of community development at inclusive education schools in Kakuma refugee camp. Overall, social inclusion strategies had the greatest effect on community development. All the variables were significant as p-values were less than 0.05.

SUMMARY

An analysis of the response given by study participants at Kakuma camp realized a 79.1% response rate. Reliability and validity results indicated that instruments of data collection were consistent good enough for the study. Furthermore, analysis of participant's demographics found that majority of participants were; aged 41-50 years, gender balanced, parents of children with disability, been working with the centre for 1-5 years, centre has been in operation for 20 years and above and social inclusion strategies were already in place.

First objective of the study was to find out the influence of community participation strategy on community development in inclusive education schools. Based on findings, school managers; community leader; teachers; educational officials and parents agreed that inclusion strategies had influenced community development at Kakuma Refugee Camp. They stated that the strategy has enabled sharing of Knowledge and experience; involving community members in decision making, community ownership of projects. Furthermore, inferential analysis revealed that Community Participation Strategy is positively related with community development in Inclusive Education Schools.

Second objective of the study was to establish the influence of training strategy on community development in inclusive education schools. Based on findings, school managers; community leader;

teachers; educational officials and parents agreed that training strategies affected community development at Kakuma Refugee Camp. They stated that training has provided learning to the community members on inclusive Education, offer apprenticeship programs to the community on inclusive Education and support classroom learning on inclusive Education. Furthermore, inferential analysis revealed that training strategy is positively related with community development in Inclusive Education Schools.

Third objective of the study was to find out the influence of leadership strategy on community development in inclusive education schools. Based on the findings, school managers; community leader; teachers; educational officials and parents agreed that leadership strategies affected community development at Kakuma Refugee Camp. They stated that leadership had enabled; community commitment, inspiration, skills and capacity for project management. Furthermore, inferential analysis revealed that leadership strategy is positively related with community development in Inclusive Education Schools.

From the correlation analysis, the findings show that Community Participation, Training Strategy and Leadership Strategy influence Community development at Kakuma Refugee camp. From analysis, findings reveal coefficient of correlation, 'r' 0.560, 0.413 and 0.695 for community participation, training and leadership respectively. This portrays a relatively strong positive relationship between social inclusion strategies and Community development.

Regression analysis show that taking all other independent variables at zero, a unit increase in Community Participation would lead to a 0.271 increase in the score of community development at inclusive education schools in Kakuma refugee camp. Further it was found that a unit increase in training would lead to a 0.356 increase in the scores of community development at inclusive education schools in Kakuma refugee camp; a unit increases in the scores of leadership would lead to a 0.599

increase in the scores of community development at inclusive education schools in Kakuma refugee camp. Overall, social inclusion strategies had the greatest effect on community development. All the variables were significant as p-values were less than 0.05

CONCLUSION

Regression coefficients indicate that Community Participation Strategy, Training Strategy and Leadership Strategy predict the Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. The results of the linear regression indicate that $R^2=0.6339$ and $R= 0.7962$, an indication that there is a strong linear relationship between Social Inclusion Strategies and Community Development. The independent variables explained 63.39% of the variability of our dependent variable while the remaining percentage of 36.6% indicates that not all issues under study affect community development.

The study concluded that, social inclusion strategies influence community development with leadership strategy having the highest positive influence. Training strategy had the second most positive influence with community development in inclusive education Schools while community participation strategy is had the highest positive

influence with community development in Inclusive Education Schools.

RECOMMENDATIONS

To further enhance inclusive education at the camp, the study recommended for: Recognizing and accommodating the linguistic diversity of the refugee population, there is need for provision of instruction in multiple languages, if necessary, and use bilingual teaching materials where possible.

Establishing of special education programs and services for students with disabilities and providing the necessary resources, including assistive technologies, to support their learning needs.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local teachers with disabilities which greatly help special needs children and acts as motivation to them

Furthermore, there is need for offering psychosocial support services to address the trauma and emotional challenges that many refugees face. This could include counseling, art therapy, and peer support programs.

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