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Effect of Education on Microfinance Institutions' Credit Accessibility by Persons with Disabilities in Mombasa County, Kenya

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This research aimed to establish the factors determining credit accessibility from Microfinance institutions among Persons with Disabilities (PWDs) in Mombasa County, Kenya. The research was conducted to establish the effect of education on credit access from Microfinance Institutions (MFIs) by PWDs in Mombasa County. The study tested the hypothesis on the above objective to enhance the realization of the key factors that constrain credit accessibility by PWDs. The research was anchored on Credit rationing theory, Credit channel theory, and imperfect information theory. The study employed a descriptive survey research design with a target population of 2037. A study sample of 204 PWDs was utilized. The primary data collection method was employed to gather the required information. The information collected from this research was analysed using SPSS V.26. Overall, all respondents agreed that education influenced credit accessibility. Pearson's correlation results showed a positive relationship between education and credit accessibility. At a 95% confidence level, the null hypothesis was rejected. The study findings concluded that greater

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adoption of education significantly affects credit accessibility. The study recommends that National Council for Persons with Disabilities (NCPWD) can use study results to advise PWDs on credit accessibility, promote integration between PWDs and the society around them in Kenya by facilitating the implementation of the existing policies and enhancing development to align with the arising needs of disabled persons. To Microfinance institutions, the study recommends they see the untapped market for lending purposes and come up with strategies to expand the market share.

Keywords: Education; microfinance; PWDs; credit access; disability.

1. INTRODUCTION

Microfinance is the provision of banking services to low-income people, particularly the poor and very poor. Customers include micro-entrepreneurs seeking to finance their businesses and a wide range of needy individuals who use financial services to meet emergencies, accumulate household wealth, improve their homes, and fund social obligations. The benefits of Microfinance go beyond microcredit and include savings and service transfers [1]. In 1976, Muhammad Yunus founded Grameen Bank to experiment with providing poor people with unsecured loans at free interest rates.

Microfinance is internationally recognized for its impact on poverty reduction, gender equality, and social advancement [2]. As a result, it has been widely recognized as a highly effective tool for long-term societal and economic progress, particularly in unindustrialized nations. Policymakers are working out how to expand microfinance sustainability and make it accessible to their population with lower incomes in the future [3]. People with disabilities are the poorest of the poor and marginalized and lack adequate access to community development programs [3]. According to academics, leaving vulnerable groups, such as people with disabilities, behind can hinder achieving Sustainable Development Goals (SDGs) and maintaining an inclusive society [4]. Government and Nongovernmental entities need to put in place the right mechanisms to enhance societal acceptance and cohesion and so do researchers.

1.1 Statement of the Problem

Programs that sponsor savings and credit groups typically include a credit component in which additional funds are made available to the groups, either as a loan to some members or as a loan directly to the group that can be used to advance members. These submissions increase members' chances of obtaining larger loans and moving forward with larger business projects. However, common practice shows that access to debt leads to a credit focus in the groups, reducing members' incentives to save and often creating governance and ownership challenges. As a result, externally funded groups are less likely to be viable (Murray and Rosenberg, 2016). A significant encounter for people with disabilities is when community members decide who should be included in a savings and credit group. If community awareness about disability issues is not raised, this frequently leads to the exclusion of disabled people [5]. Exclusion and rejection are everyday experiences for people with disabilities. Such adverse experiences result in secondary impairments like low self-esteem, leading to exclusion from public and commercial programs like microfinance (Roeske, 2021). Additionally, some persons with disabilities and their families may believe in constantly receiving charity or special conditions [5]. Most persons with disabilities in Kenya suffer significant inequalities, as indicated by abject poverty and limited chances for accessing education, health, housing, and employment [6]. In Kenya, several studies on microfinance services have been done, among them being; Mugor [7] researched the effects of access to microfinance on the financial performance of small and medium enterprises owned by youths in Nairobi, Kenya; Gombe (2018) studied the impact of microfinance on the formal financial sector development in Kenya; Waiganjo (2019) looked at the impact of microfinance services on poverty alleviation at the household level. These studies generally focused on youth, financial sector development, and poverty alleviation but not on disabled people.

Most financial institutions consider PWDs a high-risk category when it comes to lending. Since 1990, more than a thousand microlenders have opened in Bangladesh, with interest rates ranging from 10% to 30% [8]. As a result of attitudes and biases inside society, the personnel of an MFI will often intentionally or unconsciously dismiss disabled persons. The staff frequently needs more expertise and training to differentiate between actual and

perceived credit risk. The loan policy used by MFIs consistently discourages participation by people with disabilities and other vulnerable populations. Mobility issues make weekly repayments a more significant obstacle for people with disabilities. A substantial barrier to accessing offices or information can be the impairment itself. MFIs provide oral and written information inaccessible to many deaf or blind people. Branches are far from people's homes, and entering the premises often involves climbing stairs and penetrating crowds (MRA, 2019). While most studies have relied on direct funding from organizations that help people with disabilities, very few studies have focused on providing these people with disabilities with the information and skills they need to become financially independent. "Most studies have been conducted on; the Potential Impact of the Global Economic Downturn on People with Disabilities in Developing Countries" (Raymond 2019), but very little has been made on factors influencing disabled persons' user-friendliness to microfinance services. Persons with Disabilities need special consideration on the terms and conditions of borrowing funds as given in most memorandums [9]. Most fund investors, particularly in Mombasa County, have not addressed this, even though the Association for the Physically Disabled of Kenya (APDK) has a coastal branch located at Mombasa North. This study established determinants of microfinance institutions' credit accessibility by persons with disabilities in Mombasa County.

2. LITERATURE REVIEW

2.1 Microfinance and Credit Access among PWDs

Globally, some studies exhibited the constructive outcome of microfinance on customers' lives. By accessing microfinance sustainably, 2.5 million Bangladeshi households have been able to escape poverty, according to panel data. According to other studies, engaging in income-generating activities can help disabled people become more financially independent and decrease unemployment [10] (OECD, 2018). Nonetheless, some randomized studies found no significant effects of microfinance (Banerjee et al., 2015). A study steered by Guerin and Kumar (2017) in South India contended that getting into microfinance may not empower marginalized groups in society.

Dyer (2018), Leonard Cheshire International, in her article on- The Inclusion of Disabled People in Mainstream Micro Finance Programmes' argued; although the woman's face of poverty has importantly been acknowledged and social exclusion and economic inequality due to race or ethnicity resulting in poverty are also recognised; disability is a dimension of poverty which on the whole remains neglected. For his econometric model, Hao (2015) used data from the Vietnam Living Standard Survey (VLSS) in 2013 and 2018, with at least 1,000 households tested. The researcher used probit regression to approximate credit determinants and the Heckman two-step technique to approximate credit's effect on family well-being. Accordingly, access to formal credit positively impacts per capita consumption. Lensink & Pham [11] examined the effect of VBSP microcredit on self-employment profits in Vietnam using panel data from a sample of approximately 3,200 households from the 2002 and 2004 VLSS. The results demonstrated that MFI had a beneficial and notable influence on the borrowers' business profits.

Diagne and Zeller [12] conducted a study in Malawi and concluded that microfinance does not significantly affect household income. In other words, investing in MSEs will not affect rising household incomes because the infrastructure and markets need to be developed. According to a 2009 study of the accessibility of microfinance services by people in Uganda's Bushenyi district, although a disability may not necessarily deny access to microfinance for those who meet the requirements, several factors affected the use of MF by people with disabilities, which could be improved.

Three lessons were learned in Uganda from a study of disabled industrialists, Bwire and Mukasa [13]: First, it was discovered that PWDs provide an unexploited market gap for MFIs. Second, understanding each MFI's business strategy is crucial to encouraging MFIs to collaborate with critical corporate partners; Third, PWDs frequently need to gain proper knowledge of the terms and services offered by MFIs and are unable to make use of these opportunities. Therefore, without using any financial inducements, increasing the convictions of MFIs and DPOs enhanced the figures of customers with disabilities attended to at MFI.

The study by Ayala (2014) found that self-employed disabled people could use the information to access microfinance services

effectively. The availability of these services within the linkage programs and groups also facilitated access to such services. However, the study further established that financial requirements remain a significant hindrance to accessing microfinance services by PWDs at the NGO mainstream banks or MFIs (Ayallo, 2018). A study of the impact of microfinance on the income and vulnerability of poor rural households [14] stated that microfinance has a part to play in poverty reduction. However, it should not be assumed that the ability of families to engage in informal micro-entrepreneurship is sufficient to improve household income [15]. Households, thus, regardless of social characteristics, should have an avenue through credit to help them establish their businesses.

2.2 Education and Credit Access among PWDs

Several kinds of research on the relationship between Education, Disability, and how it has determined access to financial services have been carried out. Some are conclusive, and others are not due to several limitations. Recently, a study on PWDs' financial literacy and access to financial services was carried out in Indonesia [16] to identify the effects of literacy on persons with disabilities' motives when looking for financial assistance from financial institutions. The study determined that PWDs face myriad obstacles while accessing financial services. The above challenges are necessitated by many factors resulting from their inability to save, prepare expenditures, be solvent in unforeseen financial needs, and generally have low financial literacy, leading to ill-designed financial planning. It emerged from this research that PWDs are an underprivileged group who undergo so much discrimination and social exclusion by the public. The Indonesian financial system, in this case, has yet to embrace inclusivity in access to financial services; in fact, PWDs in Indonesia are met with high loan collaterals and limited access to microfinance services, an issue anchored basically on their illiteracy levels [13,17].

As advocated by Adam Smith in the 18th Century, the theory of Human Capital depicts the value of education and training in imparting productivity that boosts economic worth [18]. The World has experienced tremendous economic growth by integrating entrepreneurial education and training with formal systems. The integration helps build an entrepreneurial culture that stimulates productivity in the labor market.

Education and career development have been dependable determinants of access to credit and enhancing good credit performance [19]. Highlighted that MFIs are not charity entities; they exist to make a profit that will sustain them in the ever-competitive market. To achieve this, the MFIs put stiff measures that sometimes limit the probability of one accessing credit. Generally, there was a common assumption that high education significantly influences credit access and performance. Less-educated household heads are perceived to be rigid and unsupportive to their members if they wish to get credit. According to [20], education has salvaged families from poverty, whether PWDs or non-disabled. It improves one's capabilities to make real choices in life. People who are well incorporated make exemplary and varied incomes from credit than those with limited expertise.

Besides rigidity, education also is the top way to various capabilities. An accountable number of lenders are intensely interested in interest and the risks associated with their loans given to the economic agents. These factors act as a yardstick for the behavior of Borrowers, which affects their credit potential and needs. MFIs ask for collateral in the form of salary from borrowers with occupations and properties for investors to cushion them from risks since raising interest rates can scare away honest borrowers by leaving the riskiest borrowers like PWDs in the credit market [21,22].

Therefore, microfinance institutions devise stiff measures to screen borrowers' data to gauge their creditworthiness and meet loan repayment terms and expected loan return. Most PWDs need to be better informed about the operations of MFIs and the necessity for them to acquire credit. A tendency primarily contributed by higher illiteracy levels arising through families' discrimination on access to education. PWDs, therefore, lack basic skills to read and write. Since most institutions primarily utilize print media to advertise, sell, and communicate their services, it has proven to be a sizeable challenge to such a group. The lower education levels also contribute to a higher unemployment rate of PWDs, limiting their participation in competitive work. Illiteracy renders the vulnerable section of society and, specifically, the abled differently, a risky group [23,24]. Due to that, their likelihood of acquiring credit from financial institutions will be limited. Thus, the MFIs will not entrust their financial management to them, so PWDs will not be given loans.

MFIs look at education as one of the determinants of credit access; therefore, it must be researched.

2.3 Research Gaps

Many studies on credit access have been carried out, but only a few touch on access to credit by PWDs. In a survey in South Africa [25], firms' characteristics were the prominent influencers of access to credit. Entrepreneurs, in this case, are deemed to maintain attractive attributes in their firms to inspire lenders and attract ample funds to their investments. For entities to access loans, they have to meet the requisite threshold, and the most notable is the availability of collateral. Such necessities, which are at the discretion of the lender to control, make borrowing a challenge. In this case, the researcher focused his study solely on banks without considering MFIs, the leading lenders to small and medium-sized enterprises. The above analysis presented a considerable gap in knowledge on the contribution between Banks and MFIs to the economic growth of SMEs.

Credit is a crucial component for factors of production that actively reward the economy. To enhance production efficiency, access to credit should be flexed [26]. Borrowers should have efficient access to credit with guidance on making the loan productive. They should not be limited on what type of credit to pursue if they have met the requisite conditions to acquire the loan, as discussed by Omonona, Lawal, & Oyinlana [26], where creditors are subjected to receiving credit in the form of farming households tools which negate on the freedom of the borrower to make decisions on how and where to invest the amount borrowed.

In Kenya, even though the government has put effort into implementing various policies, many PWDs need more access to education to the highest competencies leading to a need for recognized occupations that can sustain their lives. This situation has rendered them poor and dependent because they need to be more creditworthy. Most of them lack catchy assets that can be used as collateral. To enhance the contribution of MFIs in uplifting PWDs, the government should be at the forefront of eliminating barriers that hinder PWDs from accessing education. By this, they'll develop various competencies and suit society with ease. They will be more creditable and less vulnerable. Even traditional financial institutions like banks, which usually deny customers little or no cash revenue or collateral, will open the door to them (Mersland, 2015). To bridge such vacuums, researchers need to exhaust on leading causes of low schooling of PWDs to advise the government.

3. METHODOLOGY

To achieve the study's objective, the study used a descriptive survey design as it aptly required data from several different groups [27]. It used a target population of 2037 working personnel in various sectors in Mombasa County. A 10% sample size of 204 respondents randomly chosen was regarded sufficient by Kerlinger (2016) for analysis, and this was achieved using the stratified sampling technique [28], where the data was collected from six sub-counties within Mombasa County. This research used the primary data collection method as the main data source. Questionnaires were administered by imposing the drop-and-pick technique to collect the preliminary data for the study. Questionnaires were given out to the selected PWDs to enhance the adequacy and accuracy of the information gathered. Questions were both open and close-ended. The reason that encouraged the researcher to back the use of questionnaires is that it is less costly and convenient.

A pilot test was undertaken for PWDs within Mombasa town to ensure valid data. The research instrument too was also pretested to ensure their accuracy for the performance of the task; the questionnaire was thoroughly revised and amended in conjunction with [29], who stated that for an unanticipated problem in a study to be identified, the researcher should precede in ensuring that the pretest results enhance the validity as well as the reliability of the expected outcomes. For this study, the researcher received direction from the supervisors to judge and examine the questionnaires prepared, which heightened sensible adjustment of the research tools to enhance validity.

Reliability gauges the consistency in the result. It had been well-defined as the degree to which a measure yields comparable outcomes across repetitively at diverse stretches, collections of people, or items [30]. High reliability in a standard does not validate an action on it; it is purposely taken to help the research highlight the inadequacies that may result from the instrument during the actual study.

This study used the test-retest reliability method to measure how similar participants' results with

common characteristics will be to the sample. The data obtained were correlated to get the coefficient of reliability. If Spearman's Rank Correlation Coefficient tumbles on average at 75%, it would be convincing that the instrument is 85% dependable and thus respond to the research inquiry questions. The reliability coefficient of the research instrument was evaluated using Cronbach's alpha (α) which is calculated as follows: The fifty sets of questionnaires that were to be piloted in five constituencies were tested once to determine the reliability of the instrument items. Values range from 0 to 1, with the increasing value indicating an increase in reliability. Therefore, a coefficient value between 0.6 and 0.7 is recommended as it shows the accepted reliability. Further, Mugenda and Mugenda [31] indicate that a 0.8 coefficient value is most recommended.

The researcher used descriptive statistics to decipher and examine the facts collected using a Social Science Statistics Package (SPSS) v. 26. Correlation analysis and multiple linear regression analysis were used for the quantitative study. Correlation analysis was performed to determine if there was a multicollinearity problem before finally running the multiple linear regression analysis models to investigate the relationship between dependent and independent variables. The regression model described below was fitted with the regression coefficients to provide the coefficients of determination. The following steps were used to create the multiple linear regression model:

$$Y = \alpha + \beta_1 x_1 + \varepsilon$$

Where,

Y = Accessibility to credit.
α = Intercept/Constant
β = x's slope/coefficient
x_1= Education
ε = Error term
x_3 = Education level
x_4 = Interest rate

4. RESEARCH FINDINGS AND DISCUSSIONS

In this section, raw data and questionnaires were examined and interpreted. Numerous tests were put in place to explore the association between variables, significance, level, reliability, and randomness of the data distribution. We specifically used Pearson Bivariate Correlation, Frequency Tests, Descriptive Statistics Tests, Cronbach's Alpha Test, and Multiple Regression Analysis. The study's independent variable, Education, was used to establish how it influences Accessibility to credit in Mombasa County.

According to the data gathered in the field, 165 of the 204 questionnaires distributed to study participants were completed and returned; this represented a response rate of 80.88%. The response rate was sufficient for drawing a broad conclusion from the study. According to Mugenda & Mugenda [31], a response rate of 50% is reasonable, a response rate of 60% is good, and a response rate of 70% is very good. The current study had 80.88%, which is very good based on the claim.

The internal reliability of the questionnaire used in this study was determined using Cronbach's alpha. Values should be between 0 and 1.0; 1.0 means and complete reliability, the value 0.70 is considered the lower level of acceptability [32]. Table 1 shows that all detected factors have Cronbach's alpha values significantly higher than the minimum acceptable value of 0.70. The results showed that education had a coefficient of 0.736, and credit access had a coefficient of 0.776. The results show that the questionnaire used in this study was highly reliable.

Table 1. Reliability statistics

	Cronbach's alpha	Comments
Education	.736	Accepted
Credit accessibility	.776	Accepted

4.1 Demographic Information of the Respondents

This section presents the respondents' background by gender and job/professional qualification. Statistics on demographic groups aided in understanding the respondents' personalities.

4.1.1 Gender of respondents

The researcher queried the gender of the respondents. This information is presented in Table 2.

According to Table 2, male and female respondents comprised 64.85% and 35.15% of the study's respondents, respectively. There was not equal participation in the study, as shown by the gender distribution of respondents.

Table 2. Gender of respondents

Gender	Frequency	Percentage
Male	107	64.85%
Female	58	35.15%
Total	165	100%

4.2 Professional Qualification

To understand the respondents', the background information of the respondents on job qualification was queried as shown in Table 3.

Table 3 shows that most respondents were form four with 52.73%; the lowest was Ph.D. respondents with 0%; Master degrees 1.82%, undergraduates 9.09%, and diploma qualifications 36.36%.

Table 3. Professional qualification

Qualification	Frequency	Percent
PhD	0	0%
Masters	3	1.82%
Undergraduate	15	9.09%
Diploma	60	36.36%
Form Four	87	52.73%
Total	165	100.0%

Table 4 indicates a descriptive analysis of education and credit accessibility. The overall results showed that all respondents agreed that education influences credit accessibility. The mean for education was 4.12, and 4.13 for credit accessibility. Standard deviation statistics were accepted at normal distribution at 96% and were all within the accepted limits of +/-2 from the mean. The standard deviation for education was 0.252 and 0.269 for credit accessibility.

4.3 Pearson's Correlation Coefficient

To establish the correlation between the dependent variable (credit accessibility) and the independent variable (education), the Pearson correlation coefficient was used. The correlation coefficient varies from -1.0 (perfect negative correlation) to +1.0, and Sekaran (2018) assumes that this relationship is linear (perfect positive relationship). The correlation coefficient was determined to assess the strength of the relationship between dependent and independent variables [33].

Pearson's correlation findings showed a favourable association between education and credit accessibility, with significant results at a 95% confidence level. When education increase by one unit, credit accessibility increases by 28.2% when all other factors are held constant. This could be positively influenced in that PWDs in business can keep proper business records and can do banking which can prove the existence of a business over a long period and it has been making a profit, and they qualify for loans. The research findings agree with the study [19], which found that high education significantly influences credit access and performance.

A pooling regression of the model was performed to test whether the overall model was significant. The results from Table 5 showed that the model was effective in predicting how all independent variables affect the dependent variable with a p-value (F-test) of less than 0.05 (0.000<0.05). Table 6 indicated an R-squared of 0.606, which meant that 60.6% of credit accessibility was accounted for by the study variable being used in this research. Adjusted R- squared indicated that the model accounted for 29.1% of the variability of credit accessibility as per the number of indicator variables, assuming that all other variables were held constant.

4.4 ANOVA Analysis

The ANOVA Table 7 shows that education significantly predicts credit accessibility with a p-value less than the 0.05 confidence level (0.000 < 0.05).

The multiple regression equation was $Y = \alpha + \beta_1 x_1 + \varepsilon$, and after analysis, the regression model analysis yielded the following equation for the current study.

$$Y = 3.871 + 0.756\ X_1$$

Where,

Y = Accessibility to credit.
α = Intercept/Constant
β = x's slope/coefficient
X_1=Education

The regression results of the coefficients on education and credit accessibility were positive (Table 8). The equation model analysis is that a change in one education unit leads to an increase in credit accessibility by 75.6% (Table 9).

Table 4. Descriptive statistics on education and credit accessibility

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Education	165	3.60	4.40	4.12	.252
Credit Accessibility	165	3.83	4.50	4.13	.269
Overall Mean Score				4.13	.261

Table 5. Pearson's correlation coefficient

		Credit accessibility	Education
Credit accessibility	Pearson Correlation	1	.282
	Sig. (2-tailed)		.043
	N	165	165
Education	Pearson correlation	.282	1
	Sig. (2-tailed)	.043	
	N	165	165

Table 6. Model summary-regression

Model	R	R Square	Adjusted R square	Change statistics
				Sig. F change
1	.779[a]	.606	.291	.000

Table 7. ANOVA

Model		Sum of squares	Mean square	F	Sig.
1	Regression	.397	.099	1.924	.000
	Residual	.258	.052		
	Total	.656			

a. Dependent Variable: Credit Accessibility

Table 8. Regression model analysis

Model		Unstandardized coefficients		Standardized coefficients	Sig.
		B	Std. error	Beta	
1	(Constant)	3.871	1.664		.000
	Education	.756	.567	.709	.000

Table 9. Hypothesis testing for relationship between education and credit accessibility

Hypotheses Statement	Sig.	Conclusion
H_{01}: Education does not significantly affect credit accessibility from MFIs by PWDs in Mombasa County.	.000	Reject $H_0$3 Since (0.000<0.05)

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The General objective of this research is to establish the effect of education on microfinance institutions' credit accessibility by persons with disabilities in Mombasa County, Kenya. The study employed a descriptive survey design requiring data from different or several groups to draw conclusions. The target population was 2037 working personnel in various sectors of PWDs in Mombasa County. The sample size was 10%, giving 204 respondents to the study, and the response rate was 165 PDWs; the primary data was collected using questionnaires.

Pearson's correlation results indicated a positive relationship between education and credit accessibility, and the results were significant at a 95 % confidence level. When education increase by one unit, credit accessibility increases by 28.2% when all other factors are held constant. This could be positively influenced in that PWDs in business can keep proper business records and can do banking which can prove the existence of a business over a long period, and it has been making a profit, and they qualify for loans. $H_0$1: Education has no significant effect on credit accessibility from MFIs by PWDs in Mombasa County, which was rejected because 0.000<0.05.

5.1 Conclusions

A regression analysis was performed to test whether the overall model is significant, and it was concluded that the model was substantial to the prediction, as were independent variables and dependent variables with a p-value (F-test) less than 0 .05 influence (0.000<0.05). R-squared of 0.606, which meant that 60.6% of credit accessibility was accounted for by the study variables being used in this research. Adjusted R- squared indicated that the model accounted for 29.1% of the variability of credit accessibility as per the number of indicator variables, assuming that all other variables were held constant. The analysis of variance concluded that Education significantly predicted credit accessibility with a p-value less than 0.05 confidence level (0.000<0.05). This means educated PWDs have more advantages in accessing credit than less educated individuals. Further, the study concluded that education positively affects the creditworthiness and performance of Small and Medium Enterprises (SMEs) run by PWDs. This implies that professional PWDs have the skills to keep track of their transactions. Thus their businesses were likely to perform better than those managed by the less educated ones hence the ability to access credit from MFIs.

5.2 Recommendations

The following recommendations were made in light of the study results and conclusions;

- National Council for Persons with Disabilities (NCPWD) can use study results to advise PWDs on credit accessibility and show them how to keep proper books of accounts as proof of business existence which can help them get loans from financial institutions.
- National Council for Persons with Disabilities (NCPWD) should also promote integration between PWDs and the society around them in Kenya by facilitating the implementation of the existing policies and enhancing development to align with the rising needs of disabled persons.
- The government needs to implement policies that enable PWDs to be beneficiaries of grants from the world bank, IMF, and any other body that can give financial support for them to start a business.
- National Council for Persons with Disabilities (NCPWD) should come up with policies that facilitate financial training for disabled people to furnish them with the current acquaintance and enable them to compete with other business people in society and
- Microfinance institutions can use the results, see the untapped market for lending purposes, and develop strategies to expand the market share.

6. SUGGESTIONS FOR FURTHER STUDIES

The main objective of this research is to establish specifically the effect of Education on microfinance institutions' credit accessibility by persons with disabilities in Mombasa County. This variable has yet to be exhausted and can be studied in different industries to examine its effect on other variables like Employment in Microfinance Institutions like commercial banks, SACCOS, and other private and public institutions.

CONSENT

Preserving the dignity of study participants was given priority; Prior to the study, the participants were given their full consent. It was necessary to ensure that research participants' privacy is protected; the confidentiality of research data was adequately protected and all persons and organizations involved in the research remained anonymous. There were no lies or exaggerations for the purpose of this research. The disclosure of all affiliations, funding sources and conflicts of interest has been done accordingly.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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