

**ACCESS CHALLENGES AND THEIR EFFECTS ON ENROLMENT OF
PHYSICALLY CHALLENGED LEARNERS INTEGRATED INTO PUBLIC
PRIMARY SCHOOLS IN UASIN GISHU COUNTY, KENYA.S**

BY

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DEDICATION

This thesis is dedicated to my dear wife Joan Yagan and children Kimutai, Kipruto, Jepkemboi, Jepkogei and Jerop Yagan for their patience, tireless inspiration and support.

ABSTRACT

Integrating policy will improve the enrolment of physically challenged learners integrated into public primary schools. For schools to increase enrolment and retention of physically challenged learners, they need to provide appropriate infrastructure and enough special needs trained teachers. The study assessed Access challenges and their effects on enrolment of physically challenged learners integrated into public primary schools in Uasin-Gishu County in Kenya. The study sought to establish the effects of infrastructure and staffing of special needs trained teachers have on enrolment of physically challenged learners. It also examined the effects of social and adaptive aids on enrolment of physically challenged learners in public primary schools. The study was based on social inclusion theory as developed by Clough and Corbert (2001). The theory stated that inclusive education is merely about providing access into mainstream classrooms for learners who have been excluded due to nature of disability either physically or mentality. The study adopted both Quantitative and Qualitative approaches. The study population included Head-teachers, education officers, teachers and learners with physical disabilities. Random sampling techniques was used to select 264 teachers. While purposive sampling was used to select 36 Head-teachers, 5 education officers, and 12 learners with physical disabilities to make a sample size of 312 respondents. The instruments used for data collections were inventory review, questionnaires and interview guides. Descriptive statistics such as frequencies and percentages were used to analyze quantitative data. Qualitative procedure was applied to analyze the information from interviews where respondent answers were presented in words and interpretation made. The findings of the study revealed among other things that appropriate infrastructure was highly inadequate to suit the needs of learners with physical disabilities integrated into public primary schools. It was also evident that learners with physical disabilities integrated into public primary schools suffer low self-esteem. The teachers with special training were inadequate in main stream schools. The following recommendations were made; The state department of education to prepare a special budget in order to support learners with special needs, schools to put up appropriate infrastructure for conducive learning and the government to train enough expertise for every specific disability at all levels of education.

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ABBREVIATIONS

SEN	–	Special Educational Needs
G.O.K	–	Government of Kenya
K.I.S.E	–	Kenya Institute of Special Education
M.O.E	–	Ministry of Education
SPSS	–	Statistical Package of Social Science
UNESCO	–	United Nations Educational, Social and Cultural Organization
EARS	–	Educational Assessment and Resource Services
SNE	–	Special Needs Education
UNICEF	–	United Nation Children Education Fund
CFS	–	Child Friendly School
FPE	–	Free Primary Education
EFA	–	Education for All
KEPSHA	–	Kenya Primary School Head Teachers Association
NCPWD	-	National Council for Persons with Disabilities

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This chapter contains the background to the study, statement of the problem, objectives of the study, research questions, hypotheses of the study, justification of the study, significance of the study, limitations of the study, assumptions of the study, scope of the study, conceptual framework, and definitions of operational terms and summary of the chapter.

1.2 Background of the study

Access and enrollment in schools for learners with intellectual disabilities reported in the special education literature, hinge on a lot of factors. According to Michael (2000) cited by Hardman, Drew and Egan (2005), poverty plays a dominant role in creating difficulties for learners in education. Thus poverty, according to Webb-Mitchell (2010), can fail to inspire any educational decision-making by parents for learners regarded as difficult to educate. For some parents, unless there are real possibilities of the child progressing to the level parents expect, parents will not invest in the education of their learners. Chitiyo and Chitiyo (2007) also found that poor families, with little or no resources are unable to send their learners to school, and the situation becomes worse for learners with disabilities.

People with physical disabilities have experienced narrow chances to enjoy school environments or practices due to fewer priorities given by educational providers to issues that may support the disabled especially in developing countries in areas such as curriculums, teaching and learning materials, infrastructure, special programs such as sports and games, environmental issues and the general quality of education.

According to the Education For All (EFA) Global Monitoring Report 2010 reaching the marginalized learners with disabilities remains one of the main problems leading to wide exclusion of the group from quality education (Macleod, 2014).

According to the U.S. Census Bureau (2011), the total population of the world is seven billion. Of this total, an estimated 15 percent of the population lives with a disability. Globally, according to the World Health Organization (WHO), “people with physical disabilities are among the most marginalized groups in the world.... People with disabilities have poorer health outcomes, lower education achievements, less economic participation and higher rates of poverty than people without disabilities” (WHO, 2011a).

Regardless of existing challenges, the disabled, particularly the physically disabled learners, have the right to primary, secondary and higher level education. Since the UN Universal Declaration on Human Rights was released in 1948, there have been legislations on providing education for all learners. The Convention on the Rights of Persons with Disabilities, which entered into force in 2008 and which was ratified in UK 2009, has 145 signatories including all Public Service Agreement (PSA) countries except Afghanistan and Zimbabwe (DFID, 2012). The convention established that disability is not only a social welfare matter but also part of human rights.

Many countries have also enacted progressive laws that guarantee the rights of people with disabilities to education specifically higher education and in other major areas of life. In the United States for example, the government has ensured services for learners with disabilities through Public Law 93-112, Section 504 of

Rehabilitation Act of 1973, now the Americans with Disabilities Act (ADA, 1990) and the ADA American Act (2008). This is also the same with many other countries around the world.

Despite the laws that are in favour of inclusion of persons with disabilities, when it comes to Simple mentation of the recommendations on how to give equitable, accessible and quality education to physical disabled leaners especially in higher education levels, governments and stakeholders' priorities became a great determinant. Govinder (2009) argued that in developing countries, many out of school leaners are specifically those with physical disabilities. This may be due to factors such as poor budgets in financial years on financing education to the disabled.

Historically, persons with physical disabilities have been marginalized and denied equitable participation opportunities, including participation in higher education. They have been criminally victimized within the society's institutions mostly due to negative psychological factors such as negative attitudes, prejudices, stereotyping, and stigmas (Hughes, 2005).

In many sub-Saharan African countries, being disabled at least doubles the chance of having never attended school (UNESCO, 2010), and those who do start school are at increased risk of dropping out (Filmer, 2005). The problem is exacerbated in higher levels of education. In sub-Saharan Africa, it has been reported that access for disabled leaners to higher education or particular programmes can be formally blocked (Karangwa, 2008) or informally advised against. This is the world's largest minority and 80 percent of persons with disabilities are believed to live in developing countries, according to the UNDP (UN

ENABLE, 2010).

Research show that on average a student from the lowest socio-economic quintile with disability in sub-Saharan Africa has 15 less chance of entering a university than one from the highest quintile (Brossard and Foko, 2007) This implies that there are particularly strong correlations between poverty and disability in Sub-Saharan Africa and Tanzania in particular. Disabled people in Africa are among the poorest of the poor as a consequence of their exclusion from school benefits.

In his research on inclusion of disabled learners in higher education, Chataika, (2010)

states that:-

For the disabled... the issue of the infrastructure limits enrolment of these learners. Some qualified -very few qualified but like those people with physical disability look at the physical infrastructure and all along you say that they are not appropriate. So infrastructure development is also a limitation to accommodate some of these learners.

Buildings in most school environments are also not supportive to the physically disabled learners in developing countries such as Tanzania as supported by Chataika's research. There are some clearly stated connections between the built environment and situation to the learning of individuals with physical disabilities. A good example is shown in Figure 1 which shows that library, science laboratories and many classrooms were only accessible through stairs (www.dailymail.co.uk/news/article-2366260 2014) since there were no "lift" built in to assist people to move easily from one level of the building to another. Figure 2 shows physically disabled Student being assisted by fellow learners during a University graduation procession at St. John University, in Tanzania

(http://www.sjut.ac.tz/sjut_fundraising.php 2014).



 <p>A woman with long blonde hair, wearing a white long-sleeved shirt and black pants, is sitting in a wheelchair at the bottom of a wide set of concrete stairs. She is looking towards the camera with a slight smile. The stairs have a metal handrail on the right side. The background shows a building with a window.</p>	 <p>A student in a wheelchair is being assisted by fellow graduates at a graduation ceremony. The student is wearing a blue graduation gown and cap. The graduates are also wearing blue gowns and caps, and some are holding a white umbrella over the student. The scene is outdoors on a paved area.</p>
<p>Figure 1: A Physically Disabled Person on a Wheelchair at the bottom of Stairs at the University of Utah, USA. Source: www.dailymail.co.uk/news/article-2366260</p>	<p>Figure 2: A Physically Disabled Student at St, John University of Tanzania, Dodoma, Tanzania, being assisted by his fellow</p>

Figure 1: A Physically Disabled Person

Figure 2: A Physically Disabled Student being assisted by his fellow graduates

The above observations are some difficulties encountered by disabled learners in institutions of higher learning are supported by Chataika (2010) study which points out that

One of the big problems that we have here as learners is that we need to study but the library has no access to books ...because library has upstairs that we have to climb. These restrict people with disabilities to access some books. Some learners fail to attend lectures because lecture rooms are located upstairs and some disabled learners fail to climb so as to attend their lectures.

The discrimination in society of physically handicapped learners is evident (WHO 2012). These learners are further labeled and usually looked down upon as challenged people. Thus it makes them feel unaccepted in the society and they usually remain psychologically disturbed. The Kenyan population stands at around 40 million people and the physically challenged people is 10% giving a total of 4 million people this is significant ratio to be overlooked under any circumstance (KNBS, 2012). This population requires their basic needs like education, food, shelter and clothing. Providing them with Education is the only means of giving them their basic human right. (World Bank, 2004)

The population of people with special needs in Kenya is estimated at 10% of the total population; about 25% of these are learners of school going age. Enrolment in special education programme is low given that population of a total population of 750000 learners with special needs who have reached school going age only an estimated 90,000 have been assessed to establish the nature of their special needs; of this number, about 26,885 are enrolled in educational programs. This implies that over 20% (percent) of learners with special needs are at home .On average these learners go

to school when they are 8 (eight) years and above. Consequently, they become adults before they complete their educational programs (Uwezo, 2010).

MOE (2014) noted that the main challenges in acquisition of basic education among the physical challenged and learners with special needs include lack of clear guidelines on the implementation of an inclusive education policy, lack of reliable data on learners with special needs, inadequate tools and skills in identification and assessment and curriculum not tailored to meet special needs. This means that special education has not been mainstreamed in all education sub-sectors and programmes. The situation is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment which make it difficult to integrate special education in regular programmes (Gullford & Upton, G. 1982).

The current policy is to provide inclusive education at all levels in setting, whenever possible (M.O.E. strategic plan 2006-2011) In the recent years a body of research has emerged by documenting that special need learners may benefit socially and educationally from being in class with non-physically challenged learners. Foremost, Kenya enacted the Persons with Disability Act of 2003 which came into force in June 2004. The Act provides a legislative framework for access to services and inclusion of Persons with disabilities in all facets of life. It provides for the achievement of equalization to opportunities by prohibiting discrimination in employment, education and health among others. It promotes accessibility of physical structures and to information as well as establishes structures for the provision of services to Persons with disabilities. The Act is currently under review through the Persons with disabilities Amendment Bill 2014 to ensure conformity with the Constitution of Kenya, 2010 and CRPD. With the promulgation of the Constitution of Kenya in

August 2010, Kenya made a progressive step by recognizing the Convention as part of the laws of Kenya under Article 2(6). The Constitution enhances the protection framework for the rights of persons with disability and secures significant gains for them

1.3 Statement of the Problem

The world is currently struggling for free, equitable and quality education for all people, starting with basic education, secondary and finally higher education through Education for All (EFA) goals. These goals have been adopted in many countries including Kenya. The Universal Declaration for Human Right in 1948 declared education as an important right for every person including people with disabilities.

It has been established that a significant number of learners with physical challenges face situation in accessing quality education. A recent resource distribution analysis undertaken by the Kenya Integrated Education Programme (KIEP, 2003) indicated a gross under supply of the requisite resources for the education of learners with special needs.

Musikhe (2006) carried out a study on the factors influencing implementation of inclusive education in regular primary school in Busia District in (2006). Omorwa (2005) carried out a research on factors hindering integration on learners with special needs in primary and secondary schools in Borabu Division of Nyamira District in 2005. Kithuka (2008) carried out a research on factors affecting implementation of inclusive education policy of learners with special needs in public primary schools in Kitui North District in 2008. None of these researchers touches on the access challenges and their effects on enrolment of physically challenged learners integrated

in public primary schools in Kenya. The current study will fill the information gap left out by these studies. It is, therefore, for this reason and more that this study sought to investigate access challenges and their effects on enrolment of physically challenged learners integrated in public primary schools in Kenya.

1.4 Purpose of the study

The purpose of the study was to explore the access challenges and their effects on enrolment of physically challenged learners integrated in public primary schools in Uasin Gishu County, Kenya.

1.4.1 Objectives of study

1.4.2 Specific Objectives of the Study

Specifically the study intended to:

- i. Evaluate the effects of infrastructural challenges on enrolment of physically challenged learners in integrated into public primary schools,
- ii. Investigate social adjustment related challenges on enrolment of physically challenged learners in public primary schools,
- iii. Explore how mobility related challenges influence the enrolment of physically learners integrated into public primary schools,
- iv. Analyze the effects of adaptive aids related challenges influence the enrolment of physically challenged learners into public primary schools,
- v. Analyze the effects of staffing related challenges on enrolment of physically challenged learners into public primary schools.

1.4.3 Research Questions

This study was guided by the following questions that were grounded on the research objectives

- i. What are the effects of infrastructure on enrolment of physically challenged learners integrated into public primary schools?
- ii. What social problems do learners with physical disabilities encounter on enrolment into integrated public primary schools?
- iii. What are the mobility related challenges faced by physically challenged learners on enrolment into public primary schools?
- iv. What are the adaptive aids related challenges faced by physically challenged learners on enrolment into public primary schools?
- v. What are the effects of staffing related challenges on enrolment of physically challenged learners in public primary schools?

1.5 Significance of Study

The results of the study have generated knowledge on the real situation of the physically disabled pupils in higher learning institutions in Uasin Gishu County and their major challenges. Secondly, findings from the study are expected to assist in establishing a base for the government and other stakeholders to follow up how to provide accessible, quality and equitable primary education to pupils with physical disabilities. Thirdly, it is expected to help policy makers and education planners to review existing educational policies, plans and priorities so as to find out better ways of financing and supporting pupils with physical disabilities in primary education at the same time improving enrollment, survival, completion and performance rates of this group of pupils in integrated primary schools.

1.6 Scope of the study

This study sought to explore the opportunities and challenges concerning the accessibility to education for learners with physical disabilities in public primary schools. The study sought to examine the of infrastructural situations, socio situations, academic problems and stakeholders' views on means through which the society can address problems that pupils with physical disabilities encounter in public primary schools in Uasin-Gishu County.

The Uasin-Gishu County has over 300 public primary schools however the study was to be limited to 36 public primary schools in the six Sub counties of Uasin-Gishu County which include Kesses, Moiben, Soy, Ainabkoi, Turbo and Kapseret, which have a population of 110 public primary schools with pupils with physical disabilities. A total of 264 teachers, 36 Head teachers, and 5 Education officers and 12 physically challenged learners were sampled.

1.7 Delimitation of the Study

The study was restrained to the problems facing physically disabled learners in integrated public primary schools. The research was only involving public primary schools in Uasin-Gishu County. The study also included heads of institutions, learners with physical disabilities, teachers, educational officers to provide information on problems facing learners with physical disabilities and alternative ways to be taken to address the issue. These factors were most likely to delimit the

representativeness and generalizability of the study to the entire situation in all institutions of learning in Kenya.

1.8 Limitations of the Study

This study encountered some limitations such as reluctances of some respondents to give their time for responding to the research questions. Time factor also limited the study processes due to the fact that, some schools institutions were scattered across Uasin-Gishu County in the sense that they needed much time to visit and collect data for the study. The study also encountered hardship in accessing pupils with physical disabilities that were willing to contribute to the study.

1.9 Theoretical framework

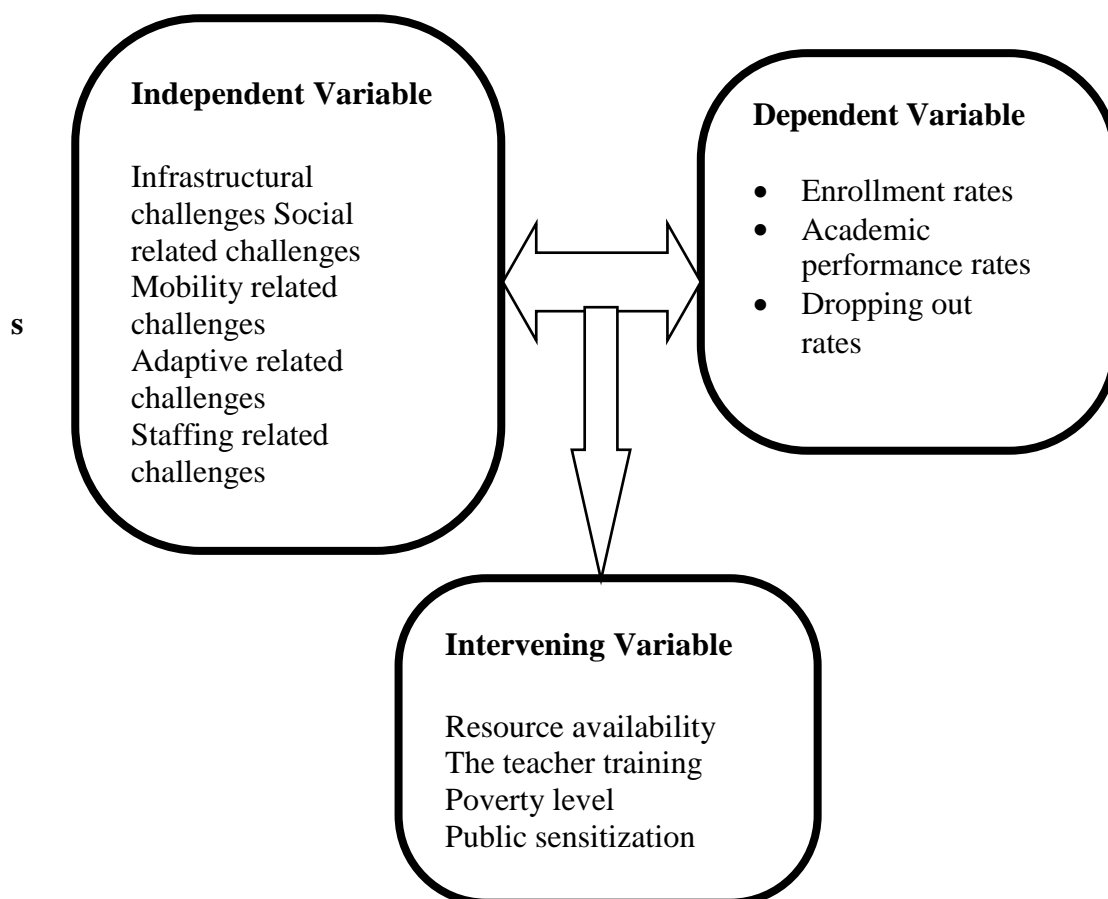
The study is based on social inclusion theory as developed by Clough & Corbett (2000). The theory states that inclusive education is not merely about providing access into mainstream classrooms for pupils who have been excluded due to nature of disability either physically or mentally .However, the basic idea is not about breaking barriers of segregation of existing school system and dumping disadvantaged or physically challenged children into them but require a wholesome preparation of mainstream system to accept these learners. Indeed, existing school systems, in terms of physical factors, curriculum aspects, teaching expectations and styles, leadership roles- will have to change for provision of inclusive learning environment. According to Clough and Corbett (2000), inclusive education is about participation of all children and young people and the removal of all forms of exclusionary practice. As supported by UNESCO, (1994), indeed regular schools

with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.

Actually regular or general schools can either respond positively or negatively to 'social inclusion' through its policies and practices. In fact, schools, as organizations, should develop some policies to address inclusivity and teachers need to work to establish these practices in the school as well as in the classroom.

As underpinned in social inclusion theory, the current study was focused on inclusive classroom practices; ranging from provisions of infrastructural supports social and academic associated experiences they encounter. It is in observations of classroom activities that created opportunities to explore gaps between the policies and practices and the reasons behind it. This seems to suggest that classroom practices for social inclusion is a combination of classroom infrastructural support, teaching/learning methods and techniques and, interaction (teacher-student and student student) that enables learners to feel comfortable with despite their challenges. As supported by UNESCO (2005), it is the findings of such study that guides practices of social inclusion hence changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

1.10 Conceptual Framework



Source: Author (2016)

Figure 3: Conceptual Framework for the Study

Orodho (2005) defines a conceptual framework as a model of representation where a researcher represents the relationships between variables in the study and depicts them diagrammatically. A number of elements registered as factors are interrelated and contribute to the eventual success of high enrollment. In Kenya, a major yardstick used to measure educational output is the exit behaviour of the learners. This is manifested in improved access, retention and completion rates. The study adopted a Conceptual Framework where the predicting variables comprise of Infrastructural challenges, social related challenges, Adaptive aids related challenges, as well as staffing related challenges. Outcome variables are those characteristics, which emerge as a result of pressure from predicting variables that may condition a physically disabled learner sooner or later in terms of attendance to school, academic performance and even before the decision is made to drop out of school. Mediating variables includes; Resource availability, the teacher training, poverty level, as well as public sensitization.

The study was based on the assumption that, predicting variables determine mediating variables. Also poor quality education provided as well as government policies on provision of better, quality and equitable education to people with physical disabilities among the predicting variables.

Mediating variables may negatively influence outcome variables, this in turn could lead to low enrollment, poor performance and the decision of a pupil to drop out of school. When school infrastructure and the school environment in general are not

conducive, they may cause poor attendance, absenteeism and even dropping out from school. School environment characterized by lack of supportive classrooms, hostels, libraries, dining areas, sports and games grounds, and effective school management may develop hopelessness and disappointment among pupils with physical disabilities. Poor academic performance among pupils, which may be influenced by poor quality of education provided, may also cause poor acquisition of skills and knowledge and finally falling into situation of individual's dependence that is not only burdening family members and society in general but also the government at large.

1.11 Operational Definition of Terms.

Access: Is an extent to which the “School Age” population is able to enroll to a particular level or cycle of education.

Physical Disability: is a limitation on a person's physical functioning, mobility, dexterity or stamina.

Infrastructure: the basic physical systems of a country's or community's population, including roads, water, sewage, buildings, internet connectivity, learning facilities etc.

Stairs: a series of steps that go from one level or floor to another in a building.

Curriculum: a planned interaction of pupils with instructional content, materials, resources, and processes for evaluating an attainment of educational objectives.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Overview

This chapter presented the view of literature related to the problem facing pupils with physical disabilities in higher learning institutions. It explores the concept of physical disability in general, historical overview of the problem as well as the empirical studies on the problem.

2.2 The concept of physical disability

The term physical disability is broad and covers a range of disabilities and health issues, including both congenital and acquired disabilities (Mifflin 2003). People with physical disabilities, also known as disabled people or physically disabled people, have a physical impairment which has a substantial and long term effect on their ability to carry our day-to- day activities. Someone with a moderate physical disability would have mobility problems, for example, unable to manage stairs, and need aids or assistance to walk. Someone with a severe physical disability would be unable to walk and dependent on a care for mobility.

Siebers (2008) argued that many causes and conditions can impair mobility and movement. The inability to use legs, arms, or the body trunk effectively because of paralysis, stiffness, pain, or other impairments is common. It may be the result of birth defects, disease, age, or accidents. These disabilities may change from day to

day. They may also contribute to other disabilities such as impaired speech, memory loss, short stature, and hearing loss.

People with mobility and movement impairments may find it difficult to participate when facing social and physical situation. Quite often they are individuals of courage and independence who have a desire to contribute to the fullest level of their ability. Some are totally independent, while others may need part- or full-time assistance (Johnstone, 2001).

Disabilities vary along several dimensions, including the degree and type of incapacitation (sensory, motor, or cognitive); the degree of visibility of the disability; whether the course of the condition is constant, relapsing, or progressive; the prognosis or life expectancy of the person; the amount of pain or other symptoms experienced; and the amount of care or treatment required. Large percentages of persons with disabilities are still out of education. The rate of enrollment among persons with disabilities is very low. Common causes of non-enrollment among learners with disabilities are: lack of adaptive ability with the school environment, no or low scopes of personal assistance, absence of accessible transportation, inaccessible infrastructure and environment, absence of implementation of policy, negative attitude of the family, teachers and community (Johnstone, 2001).

Putting this concept into practice means turning away from the traditional segregation of persons with disabilities many writers reviewed here stress the importance of changes in attitudes, behavior and socio-educational structures. Critical to the mainstreaming efforts is the necessity of change, not only on the part of the

individual, but also in the social and cultural atmosphere that promotes helplessness on the part of people with disabilities. Those labeled "handicapped" are treated differently by our society which seemingly emphasizes on the disability of the individual instead of their ability, which works against the individual (Birch 1974 pg. 12-13).

Recent international and national legislation has cast increasing light on the philosophy of inclusion and inclusive schooling. Grounded in UNESCO's education policy, adopted at the Salamanca Conference 1994 (UNESCO 1994), inclusive education is progressively being accepted as an effectual means by which biased attitudes towards student with disabilities may be reduced (Pearl Subban & Umesh Sharma 2006).

The Salamanca Statement and framework for Action promulgate education for every individual as a basic human right for all, irrespective of individual differences (UNESCO 1994). Further, international focus through the "Education For All", a 1989 United Nation Convention on the Rights of Learners; the 1990 Jomtien Declaration; and the World Summit on learners, required countries to commit themselves in providing education to all learners including marginalized learners (United Nations Organization

1989). These international developments have impacted on national policy and practice.

According to the 1993 U.N. Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993), "States should recognize the principle of equal primary, secondary and tertiary educational opportunities for youth and adults with disabilities in integrated settings. They should ensure that the education of persons

with disabilities is an integral part of the educational system". This is a specific support for inclusive education.

Woolfolk (2004) concluded that even if education is free, the low socio-economic status of parents may interrupt their child's schooling. Sanders (2000) noted that families with exceptional learners often face complex family functions because family resources can be strained by the multiple needs of the child with disability. Apart from psychological stress, educational issues concerning transportation, health needs, feeding, clothing, and many others can be labor-intensive for families who have learners with disabilities.

In Kenya, the constitution supports inclusive education. The Persons with Disabilities Act, 2003 part 3 article 18 states that: "No person or learning institution shall deny admission to a person with a disability to any course of study by reason only of such disability, if the person has the ability to acquire substantial learning in that course; Learning institutions shall take into account the special needs of persons with disabilities with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar considerations;

Special schools and institutions, especially for the deaf, the blind and the mentally retarded, shall be established to cater for formal education, skill development and self-reliance". Further, the ministry of education adopted a national policy on special needs education in 2010. The Kenyan government is also a signatory to various international conventions and declarations such as UN declaration of the rights of learners (1948), World conference on Education for ALL (EFA (1990), World Conference on Special Needs Education (1994), Dakar Forum for Action (2000), and

the UN Convention on the Rights of Persons with Disabilities (2006). Additionally, the government is committed to providing Universal Primary Education (UPE) by the year 2015.

2.2.1 Infrastructures and pupils with Physical Disabilities

In the study done by National Council on Disabilities (2002) suggested that learning environment for people with disabilities requires buildings and facilities designed, constructed or altered with federal funds to meet federal physical accessibility standards such as reserved parking spaces and passenger-loading zones for vehicles carrying disabled homeless clients are ample and well-marked. Also entrances are protected from the weather by a canopy or roof overhang, buildings with stairwells have elevators, ramps or lifts, automatic door openers, and lowered counters for non-ambulatory persons. Situation to entrances, hallways, restrooms, waiting areas and examination rooms are removed. Rooms are large enough to accommodate persons in wheelchairs and other assistive devices. Corridors are at least 36 inches wide for wheelchair mobility.

Situation to education identified by learners with disabilities in 'Hidden Voices' (Kenny et. al., 2000), included inaccessible transport, buildings and facilities within the school. For example, inappropriate bench height and inaccessible laboratory equipment meant that learners with disabilities were unable to participate fully in science or other practical classes. Poor physical infrastructure: Poor school physical infrastructure as one of the major problems constraining the teaching of and learning for learners with disabilities.

The construction of school buildings did not take account and consideration of the needs of learners with physical disabilities and other disabilities. As result, many

leaners with disabilities, especially those with visual and physical disabilities, struggle in their movements from one point to another within school premises. Some leaners with vision loss reported difficulties in finding their way round the school because of a lack of handrails on stairs and corridors. Therefore the problem of inaccessible school buildings is a real concern for many leaners with disabilities. Leaners with disabilities will have certain unique requirements that impact how they use school facilities, (Kenny et. al., 2000). For example, Leaners with mobility disabilities may have particular difficulties with steps, or heavy doors. They may need additional desk space if they use a wheelchair, or additional storage space for a walking frame or crutches, leaners with visual difficulties will benefit from improved lighting and clear visual contrasts on doorframes and support columns, some leaners with emotional, psychological or mental health difficulties will benefit from a calming environment created by appropriate use of light and colour schemes.

The prevalence of disability in Kenya is mainly due to limited preventive and rehabilitation services. The government has taken measures to cater to the quality of special education in the country and the MoEST has adopted an integration policy that provides leaners with special needs, both physical and mental to cater for in regular schools (Ministry of Education, 2000). Presently, there are 57 primary schools for leaners with disabilities which enroll a total of 8000 leaners. There are an additional 103 integrated units in mainstream primary schools, three high schools for leaners with physical disabilities, two high schools for leaners with hearing disabilities, and one high school for leaners with visual disabilities.

Special education in the country was further addressed by the implementation of degree courses at Kenyatta University's Faculty of Education. Special Needs

Education (SNE) is disseminated through a centralized curriculum (Ministry of Education, 2008). Some schools have vocational training integrated units in secondary schools and agricultural technical trade schools to cater for learners who are able to physically work in skills and trades areas. Education assessment and resource centers have also been established to provide early intervention services with assessment and appropriate placement. While this approach implies that all learners attain the same learning experiences, their special needs can put them at a disadvantage. Hence, the KIE is mandated to develop curriculum, research and develop relevant curriculum, and provide supporting materials for SNE.

The Consortium for Street Learners (2002) estimates about 250 000 street learners in Kenya, with over 60 000 in Nairobi. Many are second or third generation street learners while others have more recently been orphaned (Ouma, 2004). UNESCO reports that as a result of the discrimination they suffer, street learners and learners orphaned by AIDS are more vulnerable than other learners as they struggle to survive daily, putting them at a higher health and social risks. Shetty and Powell (2003) also note that learners who have lost both parents are more likely to drop out of school than those who have lost one parent.

Inclusive education remains to be a mirage as most regular schools are physically inaccessible. Most of the regular schools sampled lacked ramps, doors were narrow and stair cases existed in key offices therefore limiting access by persons with physical disabilities. Following interviews with teachers from various schools, it was reported that when learners with disabilities sought admission in regular schools, most of them were referred to special schools since facilities could not allow them to comfortably study in regular schools. Further, not all could manage to get admission

in public special schools since the capacity was limited and the option would be private schools which are very expensive and unaffordable. Despite all these challenges, some recognizable efforts were identified in a few schools which had gone beyond the government facilitation to ensure an inclusive environment. For example, a school in Machakos County had excellently mainstreamed forty five (45) learners with VI. All the facilities were inclusive including dormitories and playground a situation that strengthens the bond between the learners with disabilities and those without. This helped in reducing stigmatization and learners without disabilities were assisting those with disabilities (KNHR, 2014).

2.2.2 Socio situations and pupils with Physical Disabilities

An attitude is a tendency to react positively or negatively towards a situation or idea. Teacher's attitude towards inclusion and learners with disabilities is a predictor for success in including challenged learners in the regular classroom (Turnbull & Turnbull, 2007). And as observed by Berry (2008), before any actual implementation of strategies for those with special needs are used in the classroom it is important to determine the attitude of curriculum implementers who are the teachers. One of the primary conditions for successful inclusion of learners with disabilities in the regular classroom is a change from negative to positive attitudes of regular schoolteachers towards learners with special needs and their inclusion in the regular classroom (Learner, 2006). Inclusion is a frame of mind as much as a matter of practice, thus attitudinal situation may be the most difficult to overcome (Kirk, Coleman & Hallaghan, 2004).

Segal and Kemp (2001) stated that, attitudinal blocks may take the form of misconceptions, stereotypes, or labeling. If teachers have little exposure to people

with disabilities, fear of the unknown may cause them to resist inclusive services. Furthermore, staff may not understand the concept of inclusion and what it represents in terms of people's rights and opportunities.

Teachers' attitudes play a pivotal role in ensuring the success of inclusive education (IE) because successful inclusion depends on developing and sustaining positive attitudes. (D'Alonzo, Giordano, Vanleeuwen, 2007). Myles and Simpson (2005) also pointed out that in order for inclusion to work in practice, teachers and administrators in regular schools must accept its philosophy and demands. Teachers have varying attitudes towards inclusion, their responses being shaped by a range of variables such as their success in implementing inclusion, student characteristics, training and levels of support (Gordano & Ncube, 2007).

The teachers understanding about inclusion suggest that they do not regard learners with disabilities, particularly those with sensory impairments as belonging in regular classes and would rather prefer them being educated in existing special schools (Ahar, 2009). However, as suggested by Hastings and Oakford (2003), there are multiple factors that can affect the teacher's attitude towards inclusion. Such factors include child, teacher and school variables. The manner in which the general education classroom teacher responds to the student with disabilities may be a far more important variable in ultimately determining the success of inclusion. Studies by UNESCO (2008), UNICEF, 2010) showed that the teacher's attitude towards learners with disabilities could set the tone for the entire classroom. The teachers' attitude not only set the tone for the relationship between teachers and learners with disabilities but they also influence the successful implementation of the curriculum (Boling, 2007).

Anastasiou and Kauffman (2011) observed that in reality teachers teaching in inclusive classroom feel discouraged, dejected and uncomfortable because of either the disruptive nature of learners with disabilities or their inability to cope with the syllabus. It is generally argued that deep and persistent negative stereotypes and prejudices against persons with certain conditions and differences prevail across the world. These attitudes shape who is considered to be a person with a disability (because disability is socially constructed) and contribute to a negative image of persons with disabilities. The language used to refer to persons with disabilities has played a significant role in the persistence of negative stereotypes. Clearly, terms such as “crippled” or “mentally retarded” are derogative. Other terms such as “wheelchair-bound” or “challenged persons” emphasize the disability before the person.

Kisanji (1993) describes attitudes towards people with disabilities in Tanzania and beyond as a mixture of persecution as well as tolerance. However, the tolerance shown has been paternalistic. People with disabilities were perceived as incapable of making their own decisions and of taking control of their lives; they were viewed as people who always need to be helped or as objects of pity and charity (Coleridge 1993). Unfortunately, paternalistic attitudes tend to create dependency and an incapacitating learned helplessness in people with disabilities. It erodes the self-esteem of the recipient of charity (Oliver 1990, Kisanji 1993).

Another problem is stigmatization and embarrassment perpetrated by other learners, portrayed by laughing and name calling. The findings of this study indicate learners with physical disabilities face significant obstacles to schooling. These learners are

significantly less likely to enroll in school, attend school, and complete. Many learners with disability do not enroll in school. The social stigma and prejudice may discourage parents from sending their learners to school (UNESCO 2010). This limited enrollment is also due to the lack of resources in special and regular schools and the prejudice that attend regular schools (UNESCO 2010). UNESCO (2010) also found that many schools, especially in rural and slum areas, are physically inaccessible to learners with physical disabilities.

One of the biggest challenges reported by all the schools monitored was the negative attitude of parents towards learners with disabilities. Societal stigma against persons with disabilities as being incapable of learning was rife. Most parents did not deem it as economically viable to take their learners with disabilities to school with many opting to hide them away at home in favour of educating their able bodied learners. One head teacher of a primary school observed;

People overlook the potential of learners with disabilities, see them as helpless beings and referring to them as 'Cionje', some cannot believe when they excel academically. They think that learners with disabilities cannot do anything. They are shocked to see them take regular exams just like those without disabilities.

Incidents of learners with disabilities being abandoned at the schools by parents were also reported as many thought it was the responsibility of the teachers to take care of them.

The findings also indicated that parents of learners with disabilities did not attend regular meetings on the performance monitoring of their learners or even the sensitization forums organized by various schools. "A child with disability belongs to

the teacher not the parent. That is what these parents think". This stigma has also had an overall negative impact on the interaction between learners with disabilities and learners without disability whereby the former do not freely socialize with the latter in school. This was also extended within the community where learners with disabilities were viewed as a curse and therefore isolated. In addition, some teachers were also said to be discriminatory when admitting learners with disabilities.

Physical disabilities and health conditions are classified as either congenital or acquired. Learners with congenital conditions either are born with physical difficulties or develop them soon after birth. Acquired disabilities are those developed through injury or disease while the child is developing normally.

2.2.3 Academic problems and pupils with physical disabilities

Higher education has been through a period of major change since the mid-1980s. A massive expansion in student numbers has been coupled with a reduction in funding and greater accountability. Within this demanding context, pressure has also been applied to institutions to improve accessibility for disabled people, most recently governments have been changing its higher education policies by putting more emphasis to learners with physical disabilities.

The study done by Tinklin et al (2004) revealed that senior managers in institutions acknowledged that higher education has been through a period of great change, with reductions in funding, increased workloads brought about through the huge expansion in student numbers and greater accountability. In further education changes have focused on governance and funding with the creation of the

Further Education Funding Councils and latterly the Learning and Skills Council.

Despite the demands faced by institutions, there were definite signs of progress in provision for physical disabled learners. HEFCW/W (1999) study revealed that some institutions had at least one designated disability officer and a senior manager with responsibility for disability issues.

According Teachability (2002) that most of the physical disabled learners experienced situation to accessing their education relating to the physical environment or teaching and learning (or both) at some point during their studies. In addition, the institution and course choice of some learners was affected by physical access issues.

Teachability (2002) further revealed that some physical disabled learners lack social networks and are uninvolved with extra-curricular activities such as sports and games, environmental issues, thus reducing opportunities for informal learning, which is an important aspect of the higher learning experience.

Learners who are placed in special educational programme due to physical disabilities, which are not severe, may end up developing negative self-concept as they continue interacting with their peers who are severely challenged. This can reduce their opportunity to relate with other non-physically challenged peers diminishing their competence and self-esteem, alienate them from others, nurture a meanness of spirit and make them less persons than they could become (Ministry of Education, 2005).

The Ominde Report (1960) advocated for the integration of learners with SEN in regular schools, provided consideration is given to their needs by teachers in special Education and also acquainting learners in regular Primary Teacher Training Colleges (PTTC), on the difficulties of handicapped learners and the measures that can be taken in ordinary classrooms. The Gachathi Report (1976), resulted in the establishment of the Kenya Institute of Special Education (KISE) in 1986 which now offers both certificate and Diploma Courses at residential and distance learning for teachers and other personnel to work in the field of Special Education (KISE is a government institution supported by the Danish International Development Association (DANIDA).

KIE is also adapting the curriculum for Learners with special needs in education to ensure an All-Inclusive Education in Teacher Education, syllabuses have been reviewed to include emerging issues and how some degree of specialization by trainees. Reforms in school textbooks publishing have led to liberalization of the book trade. Publishers submit curriculum support materials to KIE for evaluation and approval for use in schools (Anonymous).

“Every child needs a teacher who promotes and practice inclusion in Education. Learners need teachers who know how to make their classes inclusive and how to address the diverse needs of all learners together – even in course under a resourced classroom. “There is need to put more emphasis on the importance of providing the regular classroom teachers with the necessary skills, knowledge and values to enable them handle learners with SEN in their classrooms. Their role in creating writing classrooms has been stressed (Okwaput, 2006).

Learners with special needs need specialized aids to move about, to read and write or to hear (Koech, 1999). For example, learners with severe paralysis of the lower limbs require wheelchairs, those who are visually impaired require Braille machines and spectacles and white canes and while those with hearing impairment requirements require learning aids where necessary. Such equipment is often expensive and as it is usually imported and duty is levied. Koech Commission recommended that:

A Special Education Section is established under the school equipment and production unit of the ministry whose functions shall be delineated under the Special Education Act. The Government exempt levies imposed on Special Education Equipment so as to reduce their prices. Special Education is a programme of Instruction designed to meet the unique needs of a child with Special Educational Needs. It includes: Classroom instruction, Instruction in Physical Education, Home Instruction, and Instruction in Hospital and other designated institutions. The learners receiving Special Education have Educational handicaps such as: Physical, Hearing, Visual, Mental, Emotional, Language, Learning disabilities and multiple handicaps. All these were contained in the Report of Koech's Commission (TIQET, 1999).

Special Educational Needs (SEN) is a familiar term to virtually everyone involved in Education. Its importance as a policy issue has been confirmed by the recent initiatives on the part of government to foster an inclusive approach to education. The green paper *Excellence for All Learners: Meeting Special Education Needs* (DfEE, 1997) and the subsequent *Programme of Action* (DfEE, 1998) have resulted in an emphasis on the capacity of teachers to accommodate a far greater range of learners in Classrooms. The *Revised Code of Practice on the Identification and Assessment of Special Education Needs* (DfEE, 2001a) has confirmed this shift in thinking, and a

succession of official publications has ensured that SEN and inclusion will remain at the forefront of the policy agenda for the foreseeable future in Britain (Burton 2008). Most textbooks and other teaching and learning materials used in schools do not address the plight of learners with Special Needs, especially in illustrations and contextual representations. This has a net effect of not only making this category of learners feel excluded but also leaves them with no role models to emulate (M.O.E., 2008).

Some physically challenged learners are dropping out of school since their parents cannot provide for them; this is according to the principal of Hill school special school Mrs Achila. She said some learners could not access institution, as their parents could not afford to pay fees. At the school, every student pays an average of sh. 16,000. Per year, which is higher for most average and low-income earners and in some cases, parents find it difficult if they have more than one child with similar problem because would be required to pay double the amount. “We have produced very good carpenters, hairdressers and other skilled laborers but more could benefit if education was made fair or the fees reduced or made affordable, “she said. (Kipkemboi, Education News pg.20).

2.2.4 Stakeholders’ views and physical disabilities

Environment is a facet argued by the International Classification of Function, Disability and Health (WHO, 2001) to significantly modify participation and achievement. Fundamental elements of an environment include physical, forms of support, relationships, attitudes, services, systems and policies within a particular context. Guidelines established for the general environment and or features of the school and classrooms for learners said to have SEN may pertain to different aspects

such as physical layout, use of different aspects including: lighting, noise levels, stationery, equipment, tactile and audio features, Braille, working spaces, furniture adequate for the diverse needs of the individual learners said to have SEN (Brown, Packer and Passmore, 2013).

Other aspects may include features depending on the government's expenditure; but not excluding those that meet the needs of individual learners. The allocation of time, support and resources depend on the needs of the individual child. Elements worth considering may also include the services of associated health professionals, teaching assistants and appropriate accommodation. The policy recognizes the inadequacy of the existing aspects but little is known about the guiding principles of the environment for learners said to have SEN. The Directorate of Basic Education and Quality Assurance and Standards departments are responsible for initiating a system on preparedness which should ensure that all learners are aware of safety issues and may need to collaborate with different government bodies to improve this service.

Teachers should not only access special year (ADEA, 2012). With this ADEA (2012) stresses that the figure for the amount given to learners said to have SEN has been revised to KES 2,000. This is a hallmark given the challenges the Kenyan government has to deal with. However, the revised figure is not reflected in the MoE documents. The Kenya National Survey of People with Disabilities (KNSPWD, 2008) indicates that there is a shortage of assistive devices which includes hearing aids, Braille, wheelchairs and crutches. Using special facilities and technology enables learners said to have SEN to access a wide range of learning resources which may lead to improved engagement and innovative ways of engaging learners.

Zhushu (2010) asserts that teachers' skills on computer operations and other specialized facilities should be developed in an on-going manner. The Taskforce on the re-aligning of the education sector with the Constitution, (2010) and Vision 2030, (MoE, 2012) has proposed revised costs for learners with SEN considering different categories, which have shown KES 18,000 as the lowest cost and over KES40, 000 as the highest for each child per year (ADEA, 2012).

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The assessment of both private and public buildings across the 12 counties showed that physical accessibility for persons with disabilities remains a far-off target in most cases save for a few noted health facilities which had made relevant improvements and adjustments on their buildings. Several buildings that house national and county government offices, courts, hotels, public toilets, police stations among others do not comply with current accessibility standards. Of key concern was that even houses of persons with disabilities were also inaccessible (KNHR, 2014).

Inaccessibility was mainly in the form of staircases (often very steep), steep ramps, objects in the way; very narrow doors and non-accommodative lifts especially for the visually impaired. Even where there is a ramp at the entrance of a building, there are no ramps or lifts in the interior which makes it difficult, if not impossible, to access other floors. Physical access to educational facilities also presented major challenges to learners and teachers alike. It was evident that clear guidelines had not been given to architects or were being ignored by responsible officers. New buildings were not complying with provision of ramps, lifts and wide doors (32 inch) yet they were approved by respective government departments and authorities (KNHR, 2014).

On access to assistive devices such as wheelchairs, eye glasses, sunscreen, hearing aids, both persons with disabilities and institutions for persons with disabilities reported to be facing a lot of challenges when acquiring them. They are expensive to acquire, maintain and repair. Some of the persons with hearing impairment complained that they could not afford to purchase hearing aids because they were very expensive. Other respondents reported that even the repair and spare-parts for wheelchairs are mostly found in Nairobi and therefore forced to travel all the way to have the wheelchairs fixed. Further, respondents expressed their displeasure in the delays encountered in the acquisition of these devices and suggested that there ought to be a way to expedite and make affordable the acquisition of assistive devices as the current process is too tedious, time consuming and expensive. They further observed that prosthesis should be replaced free of charge. Moreover, some went as far as recommending that assistive devices for persons with disabilities be included in the health essential package. On a positive remark, APDK has been instrumental in

providing low cost appliances and mobility aids to persons with disabilities in collaboration with the hospital, though they also face challenges as most facilities are not tax exempted. The NCPWD was also reported to provide assistive devices to various beneficiaries, (KNHR, 2014).

2.3 Empirical Findings

2.3.1 World Wide Empirical Studies

Riddell et al., (2002) study revealed the evident that Higher Education Institutions (HEIs) increasingly encourage and welcome international learners' participation in higher learning. However, what is not evident is the ways in which these opportunities have been open to disabled learners specifically physical disables, and how many have chosen to travel and live abroad countries such as UK.

Barnes, (1991) stated that historically, institutional discrimination against physical disabled people has been deeply ingrained, and a multitude of situation to their full participation in everyday life, including education, has been created and perpetuated.

Docherty et al. (2004) argue that access to formal education has been conventionally based on the selection of the intellectually able and gifted. Thus the educational system has excluded those deemed to be educationally incompetent or not considered elite but not consideration in terms of physical ability or disability.

Polyzopoulou (2014) also observed that as inclusion requires the collaboration between general and special education, researchers must analyze the phenomenon of

classroom teachers and building administrators' attitude about including learners with disabilities in the general education setting. He noted that pre service teachers in general have more negative attitude towards persons with disabilities. Although teachers, especially those who are adequately prepared and access resources and have specialist support have been found to express positive attitude towards inclusion and mainstreaming, most teachers who are not trained in special needs education, often show negative attitude.

The study done by Field, (2003) showed that western educational structure itself is said to reproduce and disrupt existing social inequalities. The underlying selection procedures of this system, based on ability and class membership have created and sustained inequalities (Archer, 2003). Therefore, it could be safely argued that conventional learning and teaching has been geared towards serving the needs of those learners perceived to be 'normal' in a given time and culture but not actually the group known as disabled specifically physical disabled learners.

Riddell et al., (2005) done a research and stated that specifically, learners with certain biological and physical characteristics have traditionally been excluded from accessing mainstream education, with the assumption that educational institutions such as universities were not the place for disabled learners such as physical disables, but for "a narrow group of socially advantaged learners in the richest parts of the world.

Research conducted by the Disability Rights Commission (DRC) (2002) into young disabled adults' lives, for instance, found that 30 per cent of those who had not

progressed on to further education and/or high education felt that they were prevented from doing so for reasons relating to their impairments. Issues of concern centered on disability-related support, transport and accommodation. Thus, disabled learners' participation in high education is generally reported to be low (Riddell et al., 2005).

UK research by Riddell et al., (2002) indicates that even when disabled learners start out with comparable qualifications to other learners in the same university, they tend to encounter more situation to learning and to achieve lower outcomes in terms of final degree classification. Hence, support for disabled learners has been a subject of much inquiry. Support is often reported to be haphazard and serendipitous.

The study by Barnes, C. (1991) in Britain exposed that physical disabled learners who manage to enter higher education often face various discriminatory social and environmental practices during their study period and there is still much work to do in the British higher learning sector. When disabled learners enter higher learning, they take up a unique opportunity to develop both academically and socially, and more importantly feel empowered (Hurst, 1996). Yet, the empowering potential of higher learning education may be difficult for disabled learners to achieve. This is particularly the case for disabled international learners, who also have to contend with additional cultural, linguistic and funding difficulties in their English higher learning institutions.

Grenier (2006) study gave the fact that before the 1970s, many learners with physical disabilities were excluded from U.S. public education. Prior to the passage of Public Law (PL) 94-142, the Education of All Handicapped Learners Act of 1975, learners

with disabilities were usually isolated in either residential institutions or separate schools (example school for the physical disabled), and typically they did not receive physical education (Block, 1992). However since the mid-1970s advocacy, litigation, and legislative acts have supported the rights of people with disabilities in United States and elsewhere (Grenier 2006).

2.3.2 African Empirical Studies

The study done by FOTIM (2011) in South Africa on disabled learners in higher learning institutions found that for learners with disabilities, inequalities in higher education begin with inequalities within the whole schooling system of South Africa. It further elaborated that historically there was a dominant mainstream system for “normal” learners and a secondary system of specialized education for learners with so-called special needs. In the latter system very often, however, the curricula was inappropriate to prepare learners for the world of work and only a very limited number offered tuition up to matriculation (now Grade 12) level effectively excluding many learners from higher education opportunities. Many learners especially those with physical disability were also totally excluded from the education system.

Howell (2000) study on disabled learners and higher learning revealed that although the schooling system has the potential to support greater participation by persons with disabilities in higher education, situation still remain. Traditional attitudes and stereotyping of the abilities of learners still lead to exclusion and reinforcement of the notion that learners with disabilities particularly physical disables do not have a future in higher education. situation are exacerbated by inequalities

inherent in the higher education system. This includes the ways in which higher education institutions are structured and function, dominant attitudes that inform and shape the practices of such higher education institutions as well as the role that higher education plays within society as a whole.

The study by McLean et al (2003) stated that whilst facilities and assistive devices play an important role in supporting learners with disabilities and have received much attention from higher educational institutions, limited attention has been paid to the extent to which teaching and learning processes marginalize or exclude learners/leaners specifically with disabilities.

In the research study done by CHE (2001) gave the evidence that the initiatives and structures in place at the various institutions vary considerably in what work they do and the services they offer. In many cases the higher learning institutions experience resource constraints that limit the nature and extent of services that they can offer. Most importantly, support services to learners with disabilities, where they do exist, tend to operate separately from or have limited collaboration with broader teaching and learning support initiatives at the institutions. Where links do exist the collaboration is mostly with student counseling services rather than those dealing directly with teaching and learning. The structural separation of learning support for disabled learners from other learning support is criticized and an integrated approach is seemingly preferred.

Chataika (2010) has conducted research on disabled learners in Zimbabwe. This study found that although the University of Zimbabwe appears to be inclusive by

accepting participation of disabled learners from 1982 in some of its programmes, once entered, these learners experience marginalization and disempowerment. This included negative attitudes, problems with the admissions process and a built environment that was not inclusive.

Karangwa (2008) has written about inclusive higher education in Rwanda. The author reports how a team in the Kigali Institute of Education reviewed application and selection criteria and advised the Ministry about adjustments and equipment needed to assist disabled learners. The Ministry, with the National Examination Council and the National Federation of the Disabled, provided a list of applicants with various disabilities who had qualified but could not get into university. There were over 250. Now three Rwandan public universities have opened their doors to male and female learners with visual and hearing impairments for the first time. Karangwa (2008:1) reports how:

The first few days in the university were shocking for the disabled learners, and their non-disabled peers. Everyone knew from the media that these learners would be enrolling. But sighted learners were still surprised to see blind learners on campus asking to share their notes, though many were eager to help.

This account indicates how, in the absence of institutional support, disabled learners were often dependent on their peers for basic services.

2.3.3 Kenya Empirical Studies

Nkinge (2009) and Motitswe (2014) attribute the declining rate of enrolment of learners with disabilities in regular schools to teachers' negative attitude towards inclusion. The belief was, and is that to receive equal access to public education; learners with disabilities must be educated in the same schools as learners without

disabilities. Likewise, the rationale for inclusion is similar. For their education to be equal, learners with special needs need to be in the same classrooms as their typically developing peers.

Orangi , (2010), on factors affecting enrolment of learners on FPE aided schools in Kisii county, found on that teaching and learning resources are not adequate to learners, and teachers were not well prepared to handle large class. The study did not specify learners with disability.

Hongo, (2008) presented an analysis of education transition in public secondary schools in Nyando district. Findings included high opportunity costs contributing factors to low transition. No study looks at the impact of absolute lack of funds, physical facilities on enrolment.

Jagero , (1999) evaluated factors affecting the quality of day secondary schools in Kisumu district. He combined different variables including teacher student ratio, teachers qualifications with her pupil expenditure in a regression model no study focuses on the teacher preparedness to handle special learners curriculum relevancy and availability of materials as a firm of a secure school environment.

Kipkosgei, (2013) evaluated factors influencing enrolment of learners with disabilities in an inclusive education in primary schools in Nandi south district Kenya. The study found out that weather physical facilities are suitable for special learner; availability of special teachers; suitability of the curriculum and funding from government. The study concludes that lack of adequate teaching and learning resources, lack of teacher preparedness and skewed curriculum has affected enrolment of learners.

Ndinda, (2005) analyzed the causes of marginalization in integration of physically challenged learners in Machakos District. He observed that the main factors are poor teacher preparation to handle learners with special needs, rigid curriculum that doesn't accommodate the needs of all the learners, as well as unfriendly environment for the physically handicapped learners. Konza (2008) did a study on social-cultural factors affecting inclusion of learners with disabilities in new times. In his findings he pointed the major challenges were; inadequate teacher training, large class sizes, insufficient resources and low teacher efficacy.

Konza recommends proper training for teachers, reduced teacher-student ratio and sensitization of teachers\parents\learners on inclusion. Mutisya, (2004) made findings on factors influencing inclusion of learners with special needs. Muigai (2012), in her study done in Rachuonyo District, Nyanza Province, regarding challenges facing inclusion of learners with disabilities in regular primary schools, observes that discrimination and isolation impede education of learners with disabilities.

Studies; Konza (2008), Mutisya (2004), Ndinda (2005) and Muigai (2012) present scanty information on challenges facing learners with physical disabilities in their schools context. Mutisya (2004) observes that learners with physical disabilities integrated into mainstream schools resist integration, drop out of school or regress in performance; however, she doesn't investigate the causes of this behavior.

2.4 Summary of literature review

The study sought to access challenges and their effects on enrolment of the physically challenged learners in public primary schools in Uasin Gishu County, Kenya. It was also important to note that studies done earlier like:

Positive attitude on inclusion encourage learners to strive, whereas negative attitudes limit learners to meet their potential ability (Dukmak, 2013). Some studies conducted in the USA on the attitude of teachers towards learners with disabilities in inclusive classrooms revealed that teachers generally express positive attitude towards inclusion and mainstreaming of general education settings (Brandon & Ncube, 2006). This is attributed to the adequate level of their training, good policies that are enacted and implemented and also availability of resources together with the strong support given by parents and the authorities. In their study of Canadian teachers and principals beliefs about challenges of inclusive education, Stanovich and Jordan (2001) found two predictions of effective teaching behavior in inclusive classrooms. The strongest one was the principal's attitudes towards heterogeneous classroom and the major predictor was an interventionist school norm, a measure derived from a scale ranging from the idea that problems exists within learners.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covered research methods, research area, target population, Sample and Sampling techniques, Validity and reliability of Research instruments, Ethical consideration, Data collection procedure, methods of data analysis, and summary.

3.2 Research Design

A research design is an arrangement of conditions for collection and analysis of data in a manner that aims at combining relevance of the research purpose with economy in procedures (Kothari, 2004). For the purpose of this study, both quantitative and qualitative approaches were employed in data collection and analysis. In this study quantitative approach was used to examine infrastructural and socio situations that pupils with physical disabilities encounter in public primary schools. Qualitative research approach was used to examine academic and social problems facing pupils with physical disabilities encounter in public primary schools and assessment of stakeholders' views on means to solve problems that pupils with physical disabilities encounter.

3.3 Study Area

The study was carried out in Uasin-Gishu County which borders Nandi County to the south, Transzoia to the Northwest, Kakamega to the west, Baringo to the East, and Elgeyo Marakwet County to the north. The major economic activities of the residents are cereal farming (maize, wheat), horticultural farming, and dairy farming,

entrepreneurship in both small and large-scale businesses and manufacturing processes among others. The county has over 300 public primary schools. There are also higher institutions of learning of both public and private such as Moi-university, Eldoret University, Eldoret Polytechnic, Kisii campus, Mt. Kenya University Eldoret Campus among others. Most of these activities above are commonly practiced in most part of the country.

3.4 Target Population

Omari (2011), argued that population is the totality of any group of units which have one or more characteristics in common that are of interest to the researcher. It involves a larger group of people, institution or thing that has one or more characteristics in common on which a study focuses. It consists of all cases of individuals or elements that fit a certain specification (Kothari 2004). The target population for this study included public primary schools in the six Sub counties of Kesses, Moiben, Soy, Ainabkoi, Turbo and Kapseret, which have a population of 110 public primary schools. The study targeted 880 teachers, 110 Head-teachers and 5 Education officers.

Table 1: *Composition of Target Population*

No	Sample Category	No. of respondents
1	Teachers	880
2	Head teachers	110
3	Education officers	5
4	Physical challenged leaners	12
	Total	1007

3.5 Samples and Sampling Technique

This is a description of the strategies which the researcher used to select representative subsets from the target population .For the purpose of getting a representative sample; the researcher stratified the schools in the six sub-counties. A stratified random sample is a useful blend of randomization and categorization thereby enabling both a quantitative and qualitative process of research to be undertaken (Cohen 2003).

The study was designed to involve all physical a number of primary schools in Kesses, Moiben, Soy, Ainabkoi, Turbo and Kapseret. A list of physically disabled pupils was prepared from the admission registers that were available at admission offices. Physically disabled leaners in public primary schools in Uasin Gishu County were directly involved as respondents and they were twelve (12) whereby their number depended on their availability and willingness to participate in the study.

The study involved teachers, Head-teachers and Education officers. The target population consists of 264 teachers, 36 Head teachers, and 5 Education officers, and 32 public primary schools. To obtain a public primary school from each sub-county for the study sample, simple random sampling is applied. A primary school was assigned a number and the placed in a basket. A number is picked at random without replacement. The number that is picked represented the primary school where the study was carried out. It was also used to select the teachers while purposive sampling was used to select the education officers (Cohen, 2004). This is to ensure that the entire primary schools in the county had equal chance of being selected for the study. This is supported by (Orodho, 2005) who asserted that the sample should be selected in such a way that you are assured that certain sub groups in the population were represented in the sample in proportion will be represented in the sample in proportion to their members in the population itself.

Table 3.2 Composition of Sample population

No.	Sample category	No. of respondents	No. of respondents used
1	Teachers	880	264
2	Head teachers	110	36
3	Education officers	5	5
4	Physical challenged learners	12	12
Total		1007	312

3.6 Research Instruments

This section provides a description of the instruments to be used in the data gathering process. The study used three data gathering techniques, for there is no single technique that is adequate in itself in collecting valid and reliable data on a particular problem (Patton, 1990). The study involved documentary reviews, questionnaire and interview.

3.6.1 Inventory Review Guide on Infrastructure Situation

This technique was used to trace the infrastructural situation in the selected public primary schools that support pupils with physical disabilities. In this study a list of all types of infrastructure needed to support learners with physical disability in higher learning institutions (Appendix 1) was prepared for the purpose of analyzing their conditions and accessibility to physically disabled learners.

3.6.2 Questionnaire

The study used questionnaire to find out academic problems that physically disabled learners encounter in public primary schools (Appendix 2) as well as gathering information from stakeholders which are, tutors/teachers, learners and parents (Appendix 3) on their views concerning the means to solve problems that are facing learners with physical disabilities in public primary school in Uasin Gishu County.

3.6.3 Semi-structured Interview

This technique was used to collect concise data from physically disabled learners admitted and registered in public primary schools. The technique collected data concerning the social and financial problems (Appendix 4) that learners with physical

disabilities encounter in learning environment in public primary schools. This technique gave physically disabled learners chance to give out their experience on problems associated with their life at school. The technique also gathered information from heads of institutions (Appendix 5) especially on issues concerning financial support given to physically disabled learners at school level and other non-financial support to enhance learning environment for learners with physical disabilities.

3.7 validity and Reliability of the Research Instruments

3.7.1 Validity of the research instrument

The validation of the instruments was done by conducting pilot testing and by seeking expert opinion from my supervisor who went through the documentary review guides, questionnaire and interview questions and make recommendations for improving the clarity of the instruments. The instruments were pilot tested with ten participants from Nandi County. The quality of the data gathering instrument is dependent on whether the instrument can measure what it is supposed to measure and if items carry the same meaning for all respondents (Kerlinger, 1986). Pilot testing helped the researcher to identify ambiguities and unclear questions to answer for necessary corrections (Rea & Parker, 1997).

The reliability of the instrument was determined by the results of the pilot testing where sources for response errors in the instrument were identified and corrected.

3.8. Ethical Consideration

The major ethical issues in research are informed consent, privacy and confidentiality, and anonymity of the respondents as well as the researcher responsibility. The researcher and research assistant informed the respondents the procedure to be followed in the study, the purpose of the study and duration of participation. This approach facilitated voluntary participation of the respondents.

In this study ethical issues were highly emphasized on order to protect the rights of the informants. The principal of voluntary participation was upheld in this study. Subjects in this study were fully informed of the purpose and the procedures of data collection and given completely free choice in participation.

3.9 Data Analysis

Coded data was analyzed with the help of an appropriate computer programme (Statistical Package for Social Sciences SPSS). Data analyzed involved both descriptive and inferential statistics. This is because the research instruments yielded both quantitative and qualitative data. The descriptive statistical techniques include the frequencies, percentages and means. This forms the basis of interpretation, discussion, conclusion and recommendation of the research. According to Kombo & Tromp (2006), data analysis refers to examine what had been collected in a survey or experiment and making deduction or inference after data collection, all completed questionnaire is thoroughly coded and appropriately organized for analysis. The descriptive analysis enables the researcher to go beyond the data gathered from a small number of subsets (respondents) and arrive at tentative conclusions about the larger group (population) from which the smaller group is derived (Mutai, 2003)

CHAPTER FOUR

DATA PRESENTATION ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents analysis and presentation of the findings in relation to the purpose of the study, research objectives and research questions. Quantitative data analysis was done by using the Statistical Package for Social Science (SPSS) for window software package version 16.0. Frequencies were run to determine the percentage of responses for various items. Qualitative data was conducted through thematic analysis. The purpose of the study was to examine the academic, social and financial problems facing learners with physical disabilities in public primary schools in Uasin Gishu County, Kenya, examining infrastructure situation as well as seeking for stakeholders' views on means through which society can address problems that are facing learners with physical disabilities in primary schools in Uasin Gishu County, Kenya.

4.2 Background Information

Before embarking on the main objectives of the study, it was important to find out the background information of the respondents. This was ascertained by looking at the gender of the respondents, age, and education level. Background information was important as it lays a basic foundation on which interpretation of the study are based. Furthermore, background information of the respondents enables both the researcher and the readers to have confidence in the study.

The chart below shows results of Gender of the respondents

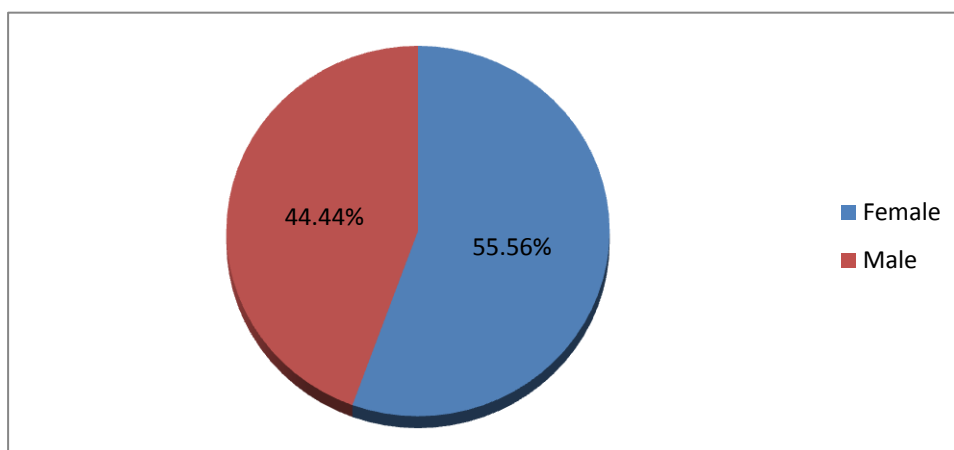


Figure 4.4: Gender of the Respondents (Head Teachers, Teachers and Education officers)

From the chart above among the respondents interviewed, 55.56% were female and 44.44% were male. Results implies that majority of the respondents were females.

4.2.1 Experience of the respondents (Head Teachers, Teachers and Education officers)

Respondents were required to provide information on their teaching experience on the current station.

Table 4.2: Teaching experiences of respondents

Experience in years	Frequency	Percentage
Less than 1 year	3	0.98%
1-5	93	30.39%
6-10	174	58.86%
11-15	23	7.5%
16-20	7	2.28%
Over 20	5	1.96%
Total	305	100%

The table shows that the highest number of respondents had worked in the current station for years between 6-20 years forming 69.61% indicating that a majority of the respondents have served for long enough to give access factors influencing enrolment of learners with disabilities.

4.3 Infrastructure Situations in public primary schools

The study traced infrastructure situations in contexts of availability, accessibility and condition in all sampled public primary schools in Uasin-Gishu County to determine whether the situations support learners with physical disabilities to study and live comfortably. The areas that the study examined included classrooms, dormitories, libraries, dining halls, administrative offices, wash rooms and play grounds. These are presented in item 4.3.1, 4.3.2 and 4.3.3.

4.3.1 Infrastructure Availability in public primary schools

The study revealed that out of all infrastructural areas at sampled public primary schools visited, including classrooms, dormitories, libraries, dining halls, administrative offices, wash rooms and play grounds, about the average of 40 percent was available but highly inadequate. The researcher also found that an average of 35 percent of all infrastructures was available but inadequate while only 15 percent of all infrastructures were available and adequate. 10 percent of infrastructural areas at sampled public primary schools were totally not available. Table 5 simplifies the results of infrastructure availability at sampled higher learning institutions in Uasin-Gishu County

Table 4 . 4: Infrastructure availability in public primary schools Uasin Gishu County

Infrastructure	Availability							
	Available and		Available but		Available but		Not available	
	adequate		inadequate		highly inadequate			
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Classrooms	1	20%	3	60%	1	20%	0	0%
Dormitories	1	20%	1	20%	2	40%	1	20%
Dining halls	0	0%	1	20%	3	60%	1	20%
Administrative	3	60%	1	20%	1	20%	0	0%
Wash rooms	0	0%	2	40%	3	60%	0	0%
Play grounds	0	0%	1	20%	3	60%	1	20%
Total	6	15%	14	35%	16	40%	4	10%

Source:**Field****Data,****2016**

According to these results from the study, necessary infrastructural areas largely seemed to be available but highly inadequate while very few public primary schools had available and adequate infrastructural systems necessary for physically disabled learners. Areas which were highly associated with academic issues and knowledge acquisition seemed to be very inadequate comparing to number of enrolled learners. This made the sense that physically disabled learners needed to share learning resources according Chataika (2010) leads to their poor competences and performances of those subjects.

This situation hinders the academic development of physically disabled pupils in the sense that it make them to depend on their fellow learners hence leads them to learn more theoretically rather than practically due to their condition. The situation could be avoidable through ensuring that all necessary learning facilities are adequate and inclusive. Therefore, it is advisable that something must be done in order to make sure that at least all necessary teaching and learning materials are available so as all learners, both able and disabled learn more practically.





Figure 5: Disabled learners at school with their assistance devices

4.3.2 Infrastructure Accessibility in public primary schools Uasin Gishu County

Infrastructure accessibility in public primary schools Uasin Gishu County which was a very sensitive area that touches the lives of the physically disabled learners directly was also examined. From the selected public primary schools involved in the study, about an average of 85 percent of their infrastructure were accessible with difficulty to learners with physical disabilities. It was only 7.5 percent of infrastructure that were easily accessible and 92.5 percent of all infrastructures from public primary schools were not accessible at all for learners with physical disabilities. More detailed findings are revealed in table 6.

Table 4.5: Infrastructure Accessibility in public primary schools Uasin Gishu County

	Accessi					
	Easily accessible		Accessible with difficulty		Not accessible	
	Frequency	Percent	Frequency	Percent	Frequ	Percent
Infrastructure						
Classrooms	1	20%	4	80%	0	0%
Dormitories	0	0%	5	100%	0	0%
Dining halls	0	0%	4	80%	1	20%
Administrative offices	1	20%	4	80%	0	0%
Wash rooms	0	0%	5	100%	0	0%
Play grounds	0	0%	4	80%	1	20%
Total	3	7.5%	34	85%	3	7.5%

Physically disabled learners at higher learning institutions were facing very big problems on their infrastructural accessibility at most public primary schools visited. Many areas around schools such as classrooms, dormitories, dining halls, administrative offices, wash rooms as well as playgrounds were accessible with difficulties for the physically disabled learners.

Regardless of their right to quality education the same as normal learners, the physically disabled learners have not been considered ministry of education whereby many infrastructural systems have got situation such as stairs, narrow paths, and classrooms, unsupportive toilets and bathrooms that are not friendly for them as shown in figure 6 and 8. Physically disabled learners who were using wheel chairs and clutches encountered difficult to reach some places due to the nature of

infrastructure which are unfriendly to them. Filmer (2005) argued that, those physically disabled learners who do start school, in those environments are at increased risk of dropping out.

As witnessed by a researcher, in most institutions the situation is not convincing at all, as many infrastructure are not accessible easily to learners with physical disabilities. For example, one of the physically disabled male pupil in one of the institution exposed his experience to the researcher on how he suffered to access to washroom which was not designed to suit his condition.



Source: Field Data

Figure 6: Unsupportive Infrastructures for Physically Disabled Learners at Sampled public primary school in Uasin Gishu County

The study also found long distances from one place to another within schools is a very big barrier to learners with physical disabilities. Many physically disabled learners got trouble in moving from point to point due to long distances between one building and another or between one office and another in one building. For example, long distance from classrooms to dormitories and dining halls. Such long distances hinder physically disabled learners to reach and get different services in time. Due to the nature of their disabilities physically disabled learners spend much time walking

comparing to “normal” learners when seeking different services at the institutions such as class rooms. No extra time or remedial classes were provided in case the physically disabled learners reached to classes late or when they miss class sessions.

4.3.3 Infrastructure Conditions in public primary schools Uasin Gishu County

The results of the study for infrastructural conditions at sampled at public primary schools in Uasin-Gishu County in areas of classrooms, dormitories, dining halls, administrative offices, wash rooms and play grounds showed that, 35 percent of total average infrastructures had good condition. The same 35 percent of total average of all infrastructures had average condition while 25 percent had very poor infrastructure condition. It was only 5 percent of all infrastructures at all higher learning institutions had very good condition suitable for the physically disabled learners. Table 7 shows detailed infrastructures condition at sampled higher learning institution

Table 4.6: Infrastructure Conditions in public primary schools Uasin Gishu County

Infrastructure	Condition							
	Very good		Good		Average		Poor	
	Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
Classrooms	1	20%	1	20%	2	20%	1	20%
Dormitories	0	0%	2	40%	2	20%	1	20%
Dining halls	0	0%	0	0%	4	80%	1	20%
Administrative offices	1	20%	4	80%	0	0%	0	0%
Wash rooms	0	0%	1	20%	1	20%	3	60%
Play grounds	0	0%	1	20%	1	20%	3	60%
Total	2	5%	14	35%	14	35%	10	25%

The study showed that infrastructure condition was good in administrative offices, but when it comes to other areas such as washroom, the infrastructure conditions were much worse especially to learners with physical disabilities to the extent that their healthy was in danger. Some physically disabled learners argued that they were living in a very hard time in using toilets which were unsupportive, dirty and publicly shared as revealed in figure 8. According to Croft (2010), the physically disabled learners in school environments are less favored by the infrastructure and schooling environment in general. As reported above that the condition is not convincing, therefore something must be done by head of institutions to consider physically disabled learners by looking at their special needs and attend to them.

The situation is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment which make it difficult to integrate special education in regular programmes (Gullford & Upton, G. 1982). Resources encourage learners to participate in the learning process. (ROK,2003) stated that all school should be spaciouly well lit and well ventilated aiming at ensuring SNE learners are put in a conducive learning environment free from difficulties and complexities.

Despite this limitation, it is still clear from the study that, in the view of the respondents, who overwhelmingly identified limited educational facilities, poor infrastructure and insufficient learning materials as significant situation to building an inclusive educations system. They mentioned specifically the physical inaccessibility of educational facilities, such as classrooms, for many physically challenged learners and the limited provision of accessible learning materials such as textbooks.



Source: Field Data

Figure 4.7: Good and Supportive Infrastructures in Administrative Blocks sampled in public primary schools



Source: Field Data

Figure 4.8: Poor and unsupportive infrastructure in learners' washroom areas used by physically disabled learners at sampled in public primary schools

4.4 Influence of environmental situation of physically challenged learners in public primary schools

This study sought to find out the influence environmental situation of physically challenged learners and establish how learners are affected by the school

environmental situation which include negative attitude from teachers and other learners, stigma and disrespect both from teachers and learners. Results are shown in the table below.

Table4.7: Influence of environmental situation on enrolment of physically challenged learners in public primary schools

	Negative attitudes		Stigma		Disrespect	
	Frequency	%	Frequency	%	Frequency	%
Strongly Agree	125	41	134	44	86	28
Agree	131	43	141	46	84	27
Disagree	26	9	11	4	33	11
Strongly Disagree	12	4	6	2	14	5
Undecided	11	3	13	4	88	29
Total	305		305		305	

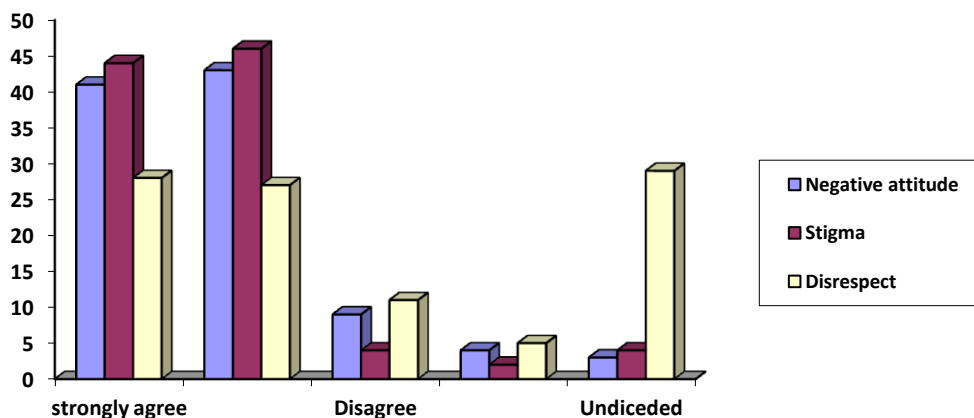


Figure 4.9: Influence of environmental situation of physically challenged learners in public primary schools

From the findings of the study majority of the respondents at (84%) revealed that negative attitudes towards learners with disabilities were attributed to the fact that schools don't have adequate training on integration among learners. Stigma among the challenged learners was also very prevalent the head teachers, teachers and the education officers agreed that stigma contributed to low enrolment at (90%). Disrespect among the challenged learners was agreed at (55%) that it influenced enrolment in public primary and it was still widespread and damaging.

It was especially significant to find that teachers are those who openly discriminate learners with disabilities. These results concurs with Karanja (2003) assert that shortage of competent teachers, school psychologists; curriculum supervisors and administrators affect the implementation of SNE education. Even with the best facilities, the education of learners cannot be better than the personnel doing the work. The study concludes that the education officer, teachers and head teachers need to work very hard on sensitizing ,awareness raising and advocacy

efforts are to reduce the influence environment and surrounding which include stigma , negativity among others.

4.5 Social Problems facing Leaners with Physical Disabilities in Public primary schools

Regardless of academic issues as the major activity leaners are involved in, at primary schools, social life is also a very vital experience. This type of involvement is specifically necessary for leaners with physical disabilities because they are social being in nature. Like other “normal” leaners, leaners with physical disabilities have shared social life and they sometimes encounter difficult and challenging life at school in different circumstances and situations. They also have happy moments they share with their peers members working in a community of learning. These are presented under items 4.5.1 to 4.5.6.

4.5.1 Participation in Sports and Games to Leaners with Physical Disabilities

The study intended to examine if leaners with physical disabilities in primary schools that were participating in sports and games. Out of 12 respondents interviewed by the researcher, seven (7) respondents (58.3%) were involved in sports and games. Five (5) respondents (41.7%) did not participate in sports and games due to various reasons including lack of tools and playgrounds special for physically disabled leaners. Table 21 presents frequency and percentage of involvement in sports and games.

Table4. 8: Participation in Sports and Games to Leaners with Physical Disabilities

Do you participate in sports and games?	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	5	41.7	41.7	41.7
No	7	58.3	58.3	58.3
Total	12	100.0	100.0	100.0

Like other social activities, involvement in sports and games is associated with ones' interests, however, in primary schools, it may also be involved with how schools are sensitive and invested in sports and games to ensure leaners needs and interests in sports and games are satisfied. This includes having accessible playgrounds, enough sports and games tools, not only for normal leaners, but also to leaners with physical disabilities who have also interests and talents in games like other normal leaners.

Many leaners with physical disabilities who declared to involve themselves in sports and games observed their fellow "normal" leaners at playgrounds playing but they do not directly participate. As argued by McLean *et al* (2003), it was quite possible that their passive involvement in sports and games have been caused by lack of playgrounds, and tools that are specifically suit their physical disability conditions, such as special wheel chairs.

In order to raise interest in sports and games for learners with physical disabilities as one of important right to them, it is necessary for higher learning institutions to design playgrounds that suit conditions for learners with physical disabilities but also purchasing sport tools to enable learners with physical disabilities to participate. It is also important for higher learning institutions to employ special staff for training and coaching learners both able and disabled in various sports and games to raise their talents and hobbies.

4.6 Stakeholders' Views on Means to Address Problems that Learner with Physical Disabilities encounter public primary schools

The study examined views from learners without disabilities, teachers as well as parents on means to address problems that face learners with physical disabilities at public primary schools. The study believed that learners without disabilities, teachers and parents have great experience of living and interacting with physically disabled learners, hence they had enough experience on how to address challenges and problems that face physically disabled learners. This has been presented in items 4.6.1 to 4.6.4.

4.6.1 Stakeholders Experiences Concerning the Life of Learners with Physical Disabilities at school Environments

The study demanded different stakeholders to share their experiences on the lives of learners with physical disabilities at school environments. Many stakeholders showed how learners with physical disabilities suffered to cope with the environment. Most of them argued that, the lives of physically disabled learners were

challenging since the environment were not friendly at all. Due to that situation, physically disabled learners do not enjoy their presence at school environment. Learners with disabilities normally face problems to access dining halls, class rooms, washrooms, playgrounds and dormitories especially when those services provided are far away.

Learners with physical disabilities at school experiences and felt inferior due to their physical conditions and sometimes segregated by few classmates as revealed by some of the learners without disabilities. In addition to that, the study found that, some of learners without disabilities were not familiar with the lives of learners with physical disabilities such as being considered as incapable of doing things for example issues like academic, social and leadership. This is in line with Hughes, (2005) who argued that people with disabilities have been criminally victimized within the society's institutions mostly due to negative psychological factors such as negative attitudes, prejudices, stereotyping, and stigmas. Some few stakeholders however, argued to have little experiences concerning lives of people with physical disabilities in their communities and institutions.

Majority of stakeholders were also thought that, learners with physical disabilities at colleges or universities environments lacked basic and important facilities such as wheel chairs, crutches, and special support from institutions. That means, they did not experience any effort from institutional levels to have special budget for solving problems facing learners with different disabilities including those with physical disabilities.

Therefore, the researcher concluded that, it is very wrong to undermine learners with disabilities because of their physical conditions. Learners with physical disabilities are capable of doing many things like other normal learners if given chance and support (Riddell *et al* 2002). Disabled learners have got different talents and life skills in academic, social, political cultural as well as economic arena. Disabled learners have potentials in our societies, so there is need for other normal learners to respect and value their contributions whenever possible.

4.6.2 Major problem facing Learners with Physical disabilities at school environments

The study aimed to examine stakeholders' experiences on problems and challenges facing learners with physical disabilities at school environments. Majority of stakeholders argued that, there were no adequate facilities and suitable environments for learners with disabilities such as classrooms, dormitories, dining halls, washrooms, administrative offices and play grounds.

Another problem in relation to that was long distance from one place to another within school (UNICEF 2012). This made learners with physical disabilities to spend much of their time walking in search of their basic needs and services. Areas like classrooms, dormitories, dining halls and shops located far distance and scattered to the extent that learners with physical disabilities face difficulties and spent much of their time to reach those areas. The study suggested that school must provide adequate facilities, friendly environment and location of other necessary facilities that can be reached easily by physically disabled learners.

Another problem revealed by many stakeholders was lack of funds to address problems facing learners with disabilities. This was true because all head of institutions interviewed in all public primary schools declared the absence of special funds allocated for learners with disabilities. Lack of clear policies and its poor implementation for solving problems facing learners with disability was the issue raised by many stakeholders, including teachers, and learners without physical disabilities and parents who were visited by the researcher.

Stakeholders argued that, administrators and decision makers in government and institution level should see the importance of restructuring and implementing policies efficiently and effectively so as to guide provision of good and conducive environment for learners with disabilities in primary schools and other learning institutions.

Through interviews conducted to different stakeholders, the issue of wrong perceptions to disabled learners from normal learners, teachers on matters concerning social and academic issues was also discussed. For example, some learners without disabilities experienced that, for example, during group discussions, disabled learners were given little chances and mistrusted to contribute their ideas or arguments because of their physical conditions. This is perception is totally wrong because learners with disabilities are capable of doing anything including academic and social issues once given chance and support to do so (Croft 2010). Some of learners with physical disabilities are more intelligent and talented than some of learners without disabilities hence, they are supposed to be given chance to exercise

and show their capabilities of doing things rather than undermining them.

Most of stakeholders interviewed, argued that there was lack of special trained staff to support learners with physical disabilities in all public schools visited by a researcher. Stakeholders suggested the importance of training special staff to deal and support learners with disabilities. In all schools visited by the researcher, there was less concern in assisting learners with physical disabilities in most cases. Physically disabled learners are most assisted and depending on their fellow learners in academic and social matters. The institutions are advised to employ few personnel who will be responsible to assist learners with disabilities rather than depending totally on their fellow learners.

4.6.3 Main Causes to Problems/Challenges that Face Learners with Physical Disabilities in primary schools

Through interview with stakeholders, majority of stakeholders mentioned that many problems and challenges facing learners with physical disabilities were caused by lack of clear guidelines and policies to direct schools and learning institutions on dealing and solving problems that face learners with physical disabilities.

Another cause, as revealed by different stakeholders were inadequate of support from government, non-governmental organizations, financial institutions, private people and other stakeholders to the needs of learners with physical disabilities. These challenges and problems facing physically disabled learners as supported by Barnes (1991) can be solved by government and other stakeholders by providing and supporting them with facilities such as wheel chairs, crutches and improving infrastructure by enlarging paths and building ramps in order to enable them to pass

through easily.

Some of stakeholders also suggested about the importance of having experts or trained staff to support learners with physical disabilities. Small budget allocated to address the issues of disabilities as revealed by stakeholders' was also the cause to problems and challenges facing learners with physical disabilities. This is in line with Johnstone (2001) who revealed that some physically disabled learners are totally independent, while others may need part- or full-time assistance. As the matter of fact, trained staff to assist and support learners with disabilities cannot be avoided.

Less sensitivity concerning the needs of learners with disabilities from government, administrators, planners, fellow learners and society at large was among the issue many stakeholders revealed to be a cause for problems and challenges facing learners with physical disabilities. Negative attitude to people with disabilities as well, was also termed as one of the contributing factor causing problems and challenges that face learners with physical disabilities inside and outside school.

Riddell et al., (2005) stated that learners with certain biological and physical characteristics have traditionally been excluded from accessing mainstream education, with the assumption that educational institutions such as universities were not the place for disabled learners but for a narrow group of socially advantaged learners in the richest parts of the world.

Government and other educational stakeholder should make sure that all learners get equal accessibility to education as stated by Macleod (2014). It is the responsibility of each individual in the society to respect and value the presence of people with

disabilities as normal people and have the right to access education and all other services.

4.7.4 Solutions to Address Each Challenge Facing the Physically Disabled

Leaners in Schools

The researcher seeks to explore on what should be done to address each challenge facing leaners with physical disabilities in primary schools. Majority of stakeholders comment that, government and Ministry of Education must prepare special budget in order to accommodate leaners with physical disabilities. In parallel to that Ministry of Education should prepare plans according to its environment in order to favor and support leaners with physical disabilities.

The Ministry of Education was advised to plan to have special offices and desks to deal with matters pertaining leaners with physical disabilities. Infrastructures such as classrooms, dormitories, dining halls, washrooms and play grounds as advised by stakeholders, should consider people with disabilities by building ramps and elevators in tall buildings so as to access different services in different locations. Other stakeholders proposed that the government should identify all leaners with special needs including leaners with physical disabilities in primary schools so as to assist them according to their needs. In similar to that, government was advised to provide grants from CDF to leaners with disabilities as witnessed that most of them are coming from poor families.

Some respondents suggested on the need to formulate laws that leaners with disabilities including those with physical disabilities should have special care from

primary education level to higher education level. Respondents added that, policies and plan from government to institutional levels concerning people with disabilities must be put into actions. Advocacy on helping learners with physical disabilities was also raised as a suggestion to address the issues of learners with physical disabilities in primary schools. Communities as argued by Chataika (2010) advised of being aware on the importance of treating equally each member within and outside the community with much love, care and support regardless of condition one has. Communities were also educated that people with disabilities are part and parcel of the community and we should provide them any necessary support when needed.

Table4. 9: Observation Checklist Table

	Facility	Availability	Adequate
1	Teaching and learning resources	3	Not adequate
2	Text books	3	Adequate
3	Hearing aids	x	Not Adequate
4	Visual Aids	x	Not Adequate
5	Ramps leveled doorsteps	x	Not Adequate
6	Adapted desk/furniture	x	Not Adequate
7	Adapted toilets and latrines	x	Not Adequate
8	Well – structured play ground	3	Not Adequate
9	Wheel Chair	3	Not Adequate
10	Walking sticks	3	Not Adequate

From the observation teaching and learning resources were inadequate. Most of the facilities available, did not take account and consideration of the needs of learners with physical disabilities and other disabilities. As result, many learners with disabilities,

especially those with visual and physical disabilities, struggle in their movements from one point to another within school premises.

Indeed, it was observed that textbooks, hearing aids and visual aids for many schools targeted schools in Uasin Gishu County was wanting with none of the schools having any of these facilities unfriendly and generally unsupportive for the needs of learners with physical disabilities. Ramps and leveled door steps and entrance to most buildings, for example, had long staircases that cannot be accessed by physically challenged learners using wheel chairs,

It was also observed that schools in Uasin Gishu County that were targeted by this study did not have any of these facilities: visual aids adapted desks/furniture, adapted toilets and latrines, well-structured playground, wheel chairs and walking sticks.

It was observed that the type of education received by learners with disabilities is of very poor quality, noting that they did not consider themselves as receiving any education! This may be due to the fact that, there are very few education centers which provide training for teachers in special education, so the available teachers are not knowledgeable on teaching learners with physical disabilities

CHAPTER FIVE

5.1 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The main objective of the research was to examine problems facing learners with physical disabilities in public primary schools in Uasin-Gishu County. Its specific objectives include; (1) examining infrastructural situations at primary schools to determine whether the situations support learners with physical disabilities to study and live productively and comfortably, (2) examining academic problems facing learners with physical disabilities in primary schools in Uasin-Gishu County, (3) examining social problems that learners with physical disabilities encounter in school and learning institutions, (4) investigating financial problems that learners with physical disabilities encountered in schools, as well as (5) assessing stakeholders' views on means to address problems that learners with physical disabilities encountered in public primary schools in Uasin-Gishu County

The study employed quantitative and qualitative research methods in collecting and analyzing data where, documentary review guides were used to examine infrastructure situations in public primary schools. Questionnaires were used to collect data from 12 physically disabled learners on academic, social and financial problems that faced them in school. Interview guides presented to respondents on the other hand were used to collect data from 264 teachers, 36 head-teachers, 5 education officers and 12 disabled learners on their views on how to address problems and challenges facing learners with physical disabilities. Findings revealed that, 75 percent of infrastructure was not available for disabled learners. Eighty five percent (85%) of the infrastructure was accessible with difficulty for the learners with physical disabilities whereby 60% of all infrastructure conditions were relating

as ranging between average and poor. The study also found high inadequacy in the teaching and learning materials, library facilities, brails, white stick as well as lack of physical disability schemes, trained staff, funds and scholarship for learners with physical disabilities. On the basis of the findings the researcher has made some conclusion in the next section of this report.

5.2 Summary of finding

According to the Ministry of Education MOE] the main objective of special education program is to assist persons with disability to realize their potentials and to participate fully in social life .To achieve this, the MOE recommends that physically handicapped children be integrated with normal children in regular schools to receive inclusive education GOK Sessional Paper NO.6, 1988. Inclusive education philosophy ensures that schools learning environments and educational systems meets the diverse needs of all learners in the least restrictive environment irrespective of their intellectual, social, disability and learning needs. Despite the government relentless effort to implement this policy, there are still a number of challenges facing physically impaired learners which consequent to dropping out of school, regression in performance and resistance to integration. This study was set to find out the access challenges and their effects on enrolment of physically challenged learners integrated into public primary schools in Uasin-Gishu County, Kenya.

The study was guided by five research questions; infrastructure challenges, social adjustment related challenges, mobility related challenges, adaptive aids related challenges and staffing related challenges on enrolment of physically challenged learners in public primary schools. The study used mixed method paradigm; the

descriptive cross-sectional and naturalistic phenomenology designs to collect the information needed. Both probability and non-probability and non-probability sampling was used to select the sample; 264 teachers, 36 head teachers, 5 education officers and 12 learners with disability. Tools used to collect data were questionnaires for teachers, head teachers and education officers and interview guide for learners. The convergent model was used to analyze and interpret the data collected. Quantitative data was analyzed using Statistical Package for Social Sciences SPSS version 21.0 and presented using frequencies, Means and percentages while qualitative data was analyzed and categorized into themes and presented in form of interview transcript and narratives.

5.3 Conclusions of the Study

On the basis of the findings of this study, the researcher was able to conclude that; Infrastructures at public primary schools such as classrooms, brails, white stick, ramps were un available and those available were highly inadequate to suit the needs of leaners with physical disabilities. Most of the infrastructures in schools such as classrooms, dormitories, playgrounds and washrooms were accessible with difficult to leaners with physical disabilities

Infrastructure conditions especially those which leaners with physical disabilities spend much of their time such as dormitories, toilets and bath rooms were very poor in public primary schools in Uasin-Gishu County and unattractive due to little care and consideration to leaners with physical disabilities studying in primary schools. Teaching and learning methods/approaches used by teachers were not inclusive to leaners with physical disabilities.

Only government and parents (family) financially supported learners with physical disabilities in public primary schools. Non-government organizations, financial institutions and private people showed little support for learners with physical disabilities. There were no institutional schemes for supporting physically disabled learners. This could be a cause for little or no fund allocated to support needs of learners with physical disabilities in schools.

Infrastructural challenges on enrolment of LWPD Infrastructural in public primary schools

The study found that the school structures are not disabled friendly. School facilities; classroom, verandahs, washrooms were not accessible to learners with wheel chairs, crutches and prosthesis. Physically impaired learners find it difficult to move freely within the school compound. Worse still was lack of adapted game to accommodate learners with physical disabilities. The findings revealed that 75 percent of infrastructure was not available for disabled learners. 85 percent of infrastructure was accessible with difficult for learners with physical disabilities whereby 60% of all infrastructure conditions were relating as ranging between average and poor.

Social adjustment related challenges on enrolment of LWPD in public primary schools

From the study it was evident that learners with physical disabilities in integrated schools suffer low self- esteem. They themselves as well as their teachers are aware of this fact. The physically challenged learners find it very hard not only to fit into the world of non-disabled people but also in their own families where they born and fed. From the findings of study, a majority of the respondents at 84% revealed that negative attitudes towards learners with disabilities were attributed to the fact that

schools don't have adequate training on integration of learners with disability. Stigma among the challenged learners was very prevalent the head teachers, teachers and education officers agreed that stigma contributed to low enrolment at 90%. Disrespect among the challenged learners was agreed at 55% that it influenced enrolment in public primary and it was still widespread and damaging.

Mobility related challenges on enrolment of LWPD in public primary schools

An enabling and supportive environment for physically handicapped learners would minimize psychological and sociological problems the learners may face in the learning institutions. Social model theory of disability emphasizes on first seeing the strength of the learner rather than the disability unlike the society's view. In an inclusive setting, it is the school's responsibility to readjust to meet the requirements of the learner.

Staffing related challenges on enrolment of LWPD in public primary schools

Teachers with special training are very few in mainstream schools. Even though most of the teachers are graduate teachers, very few had undergone training in special education. Thus this limits them in handling learners with disabilities especially those with multiple disabilities. The preparation of the teacher and attitude is paramount in performance of integrated learners. The study also found out staffing of teachers was inadequate in most public schools. This too hinders the teachers from giving personal attention to individual learners.

5.4 Recommendations of the Study

Based on the research findings and the conclusions drawn in the preceding section, two categories of recommendations are made. These are presented under items 5.3.1 and 5.3.2.

5.4.1 Recommendation for Action

- The government and the ministry of education must prepare special budgets in order to support or accommodate learners with physical disabilities' needs.
- Public primary schools should prepare plans according to their environment in order to favor and support learners with physical disabilities.
- Ministry of Education should plan to have special offices and/or desk to deal with matters pertaining to learners with physical disabilities.
- Buildings and infrastructures such as classrooms, dormitories, dining halls, toilets and play grounds should consider people with disabilities. Institutions could put slopes, lumps and lifts in higher buildings in order for them to reach intellectual goals.
- The government should formulate laws addressing the issue of providing special support to learners with disabilities including those with physical disabilities.
- Policies and plans from government to institutional levels concerning people with disabilities must be put into actions;
- The government should plan to train enough expertise for every specific

disability to be used from primary education level to higher level of education;

- The government should supply all necessary equipment's to learners with physical disabilities in schools/learning institutions such as wheel chairs, computers, projectors, sound systems and books so as to assist disabled learners to reach their academic and social needs;

5.4.2 Recommendation for Further Studies

This study was specifically carried out in Uasin-Gishu County to find out the problems facing learners with physical disabilities in public primary schools. However, further studies are needed to find out means which were suggested by this study on how to address problems facing learners with physical disabilities and how they can be implemented by putting into actions so as to enable the creation of a conducive learning environments for all learners irrespective of the physical conditions.

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APPENDICES

Table 1

Infrastructure	Availability			
	Available and	Available but Inadequate	Available but Highly inadequate	Not available
Classrooms				
Dormitories				
Dining halls				
Administrative offices				
Wash rooms				
Play grounds				
Ramps				
Staircases				
white stick				
braille				

Table 2

Infrastructure	Accessibility		
	Easily accessible	Accessible with	Not accessible
Classrooms			
Dormitories			
Dining halls			
Administrative offices			
Wash rooms			
Play grounds			
Ramps			
Staircases			
white stick			
Braille			

Table 3

Infrastructure	Condition			
	Very good	Good	Average	Poor
Classrooms				
Dormitories				
Dining halls				
Administrative offices				
Wash rooms				
Play grounds				
Ramps				
Staircases				
white stick				
Braille				

APPENDIX I

Questionnaires to Physically Disabled learners on their School conditions

Introduction

Dear respondent, I am a student in Moi University pursuing a master of philosophy degree in Education Planning ,conducting a Research Titled “Access Challenges and their effects on Enrolment of the Physically Challenged Learners in Public Primary Schools in Uasin Gishu County, Kenya. I kindly request you to support me in attempting questions concerning this study. The information gathered in this questionnaire will form part of my Master’s degree program [MA], but will also to help stakeholders to improve the provision of quality and accessible education to people with physical disabilities. All given information will be kept in confidential.

Hence you need not provide your name or address.

B: Personal Information

Please put a tick (V) where you think it is appropriate.

Sex: Male Female

C: Your Educational Context and Experiences

1. (a) Are teaching and learning materials available for leaners with physical disabilities? Yes No

(b) If available, are they accessible? Yes No

Briefly explain.....

2. What are the qualities of teaching and learning materials? Good Poor

3 .Are the contents or subject matters relevant to you and your community?

Yes No

Briefly explain

.....

4 Are teaching and learning methods/approaches used by teachers inclusive?

Yes No

Briefly explain the condition

5 (a) Are libraries and requisite texts adequate to the physically disabled learners?

Yes No

Briefly explain

5 (b) Are libraries and requisite texts accessible? Yes No

Briefly explain the situation

Thank You for Your Cooperation

APPENDIX II

Interview Guides to learners without physical disabilities, teachers and Parents

1. What is your experience concerning the life of learners with physical disabilities in schools?

.....

2. What do you think are the major problems/challenges facing learners with physical disabilities at school environments?

.....

3. If there are problems/challenges to the physically disabled learners, what do you consider to be the causes?

.....

4. What can be done to address each challenge facing the physically disabled learners in learning institutions?

.....

APPENDIX III

Interview guide for the Physically Disabled learners: - Social Problems/Challenges

Part A: Social Context

1. Do you participate in sports and games? Yes/No

(b) If not, what are the reasons?

2. Do you experience any difficulties in participating and interacting with other pupils? Yes/No

(a) If yes, what are the reasons?

(b) If no, what are the reasons?

3. How do you think others learners perceive your physically disability condition?

.....

Part B: Financial Context

1. Who Sponsors your education? - Government/NGO/Parents or Guardian/Self

.....

2. Is the support adequate to meet direct costs of schooling?

Yes/ No

If no, how do you cope with the situation? Briefly explain

.....

3. Have you ever been given waiver or subsidy from your institute? - Yes/No

(a) If yes, to what extent?

.....

4 b) If no, what do you consider to be the reasons for not having the specialized staff in the area?

.....

5. Are there any remedial classes special for physically disabled leaners? Yes/No

6 a) If they are there list below

.....

7. What do you consider should be done to improve the conditions of the physically disabled leaners at learning institutions?

.....

8. Do you have any other information you want to present?

.....