

**INCLUSION OF THE PHYSICALLY DISABLED STUDENTS IN SECONDARY
SCHOOLS IN BONDO DISTRICT, SIAYA COUNTY, KENYA**

BY

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ABSTRACT

Globally, the debate about inclusive education is on and the society is trying to find ways of meaningfully including the physically disabled students into the regular education system. Despite the fact that Bondo District has made remarkable achievements with regard to inclusion of the physically disabled students at primary school level, the degree of inclusion at secondary school level is unknown. The study therefore explored the degree of inclusion of physically disabled students in secondary schools in Bondo District. The objectives of the study were: to explore the degree of inclusion of physically disabled students in secondary schools in Bondo District, to establish the challenges facing the inclusion of the physically disabled students in secondary schools in Bondo District and to find out the effects of insufficient inclusion to the learning of the physically disabled students in Bondo District. The study was guided by social exclusion theory. The study design was exploratory. The target population comprised 30 principals, 30 deputy principals, 308 teachers, 10999 non-disabled students and 7,754 parents of physically disabled students within Bondo district, Siaya County. Purposive sampling was used to obtain sample size of 15 principals, 15 deputy principals, 30 teachers, 30 disabled, 30 non-disabled and 30 parents of disabled students. The study used simple random sampling to select the schools. The quantitative data was collected by the use of semi-structured questionnaires while the qualitative data was collected using un-structured questionnaires and in-depth interviews. The test retest technique was used to ensure reliability of research instruments while validity was ensured through pilot test and reviews. Qualitative data was analyzed using content analysis. This involved going through the whole data collected, sentence by sentence, word by word, identifying recurring themes and coding them. Quantitative data was analyzed using descriptive statistics with the aid of Statistical Package for Social Sciences (SPSS) and results were presented in frequencies, tables and percentages. From the study, it emerged that a very small number of the physically disabled students who are eligible for secondary school are attending school. Multiple challenges ranging from inaccessible environment, infrastructure and facilities, negative attitudes by fellow students and teachers and poor socio-economic backgrounds were responsible for this. The study established that being frequently absent from school, poor performance, low self-esteem are some of the effects of insufficient inclusion in schools. The study contributes to the body of knowledge on inclusive education of the physically disabled students in secondary schools in the country and general policy change with regard to inclusion. The study recommends the need for orientation of teachers in secondary schools on disability, the creation of enabling environment for all students and a flexible curriculum. There is need for further research on the phenomena where some physically disabled students excel despite the lack of inclusive environment in their schools in Bondo district.

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

According to a report on disability by World Health Organization and World Bank (2011) more than one billion people in the world live with some form of disability of who nearly 200 million experience considerable difficulties in functioning. UNICEF (2007) has estimated that around one quarter are children who comprise one of the most socially excluded groups in all societies today. Children with disabilities remain one of the main groups being widely excluded from quality education. Education is one of the basic human rights to all, including children who are physically challenged. This right has been enshrined in the universal declaration of human rights (1948) and was clearly stipulated in article 26 of (2003) education act, which emphasized the right to education to everyone.

The world declaration of Education for All (EFA) (1990), affirmed the principles that every child has a right to education. The Dakar framework for action on education for all (2000), re-affirmed the goal of EFA as laid down by Jomtein and facilitated towards specific Education for All by 2015. This is also stipulated in the Millennium Development Goals two (2) and three (3) respectively. Whereby goal two is to achieve universal primary education by ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Goal three is to eliminate gender disparity in primary and secondary education and to all levels of education not later than 2015. In Kenya the Persons with Disability Act (2003) advocates for equal opportunities for persons with disabilities in obtaining education, employment and participation in everyday activities within their communities. Disability is a universal phenomenon that permeates almost all nations and all races (Frankline, 2000).

In sub-Saharan Africa the history of the treatment of persons with disabilities has been one of ignorance and isolation. There are over 80 million persons with disabilities in Africa. Poverty and malnutrition, inadequate or inaccessible health care, diseases, accidents, crime, and violent conflicts are among the primary causes of disability. Many in strife-filled African nations become disabled through warfare or intentional maiming designed to intimidate and control (Masakhwe, 2004). Masakhwe (2004) further suggested that the number of persons with disabilities is growing faster in sub-Saharan Africa than in any other part of the world.

The denial of children with physical challenges the right to education in most of the African countries marks a persistent characteristic in many societies in Africa (MGSCSS, 2005). The stigma about disability in many of the African communities is partly due to cultural beliefs and misconception about the causes of disabilities (Deabster, 2003). Children with physical disabilities have been commonly considered a punishment from God, in many African societies (Nicole, 2010). In most of the cultures, children with physical disabilities are seen as cursed or possessed by the evil spirits; hence do not need any education (Randiki, 2003). In many communities in Africa, it is still a practice that children with physical challenges are hidden in the homes and are excluded from accessing education (Coleridge, 2000). Furthermore, many studies have concentrated on education of children with disability in general and have ignored the access to education of the children who are physically challenged and the impact of lack of education in their lives (Deabster, 2003; MGSCSS, 2005).

Provision of special needs education within the secondary phase of schooling is a complex topic in the special education and curriculum field. Various reports (see European Agency studies on provision of special education in Europe, 1998, 2003 as examples) suggest that inclusion generally develops well in the primary education phase, but in the secondary phase serious problems emerge. It can be argued that increasing subject specialization and the different organizational strategies in secondary schools result in serious difficulties for student inclusion at the secondary level. This situation is reinforced by the fact that generally, the gap between students with Special Education Needs (SEN) and their peers increases with age (Meijer, 2003). Furthermore, in many countries, Kenya included, secondary education is usually characterized by a “streaming” model: students are placed into different streams (or class groupings) on the basis of their perceived levels of achievement. Older students experience significantly more barriers in school than younger ones. Their problems are not related to diagnoses and mobility, but more to school activities and organization. Another complex issue particularly relevant in the secondary phase is the current emphasis on educational outcomes. The pressure for increased academic output being placed on education systems can be seen to contribute to student placement in special schools and classes (Gilbert and Hart, 1990; Rieser, 2008; Rustemier, 2002).

Children with physical challenges in Kenya do not only represent a crucial sector of the marginalized population, but also face special problems as a result of their disabilities (Nicole, 2010). Many of children with physical challenges have no access to education, health, employment and rehabilitation. The majority experience hardships as a result of in built socio-cultural and economic prejudice, stigmatization and more often abuse and violence (Coleridge, 2000). The names of people with physical disabilities especially in Kiswahili such as “Kilema or Kiwete” (cripple) place people with disabilities into an object class, thus viewing them as lesser beings (Randiki, 2003). Education of children with physical challenges in Kenya has been characterized by neglect, inequality and mistreatment (Nicole, 2010). Despite the government’s efforts of promoting the development of Special Needs Education, there has been an outcry on practices that influence access to education by children who are physically challenged (Smith *et al.* (2001). It is not clear how education of girls and boys who are physically challenged has been addressed in terms of policies and infrastructures in Kenya.

According to Rustemier, (2002) and Rieser (2009), the aim of inclusive education is to remove the historical exclusion within and outside of the school through enactment or modification of legislation, policies and educational management practices in order to promote the reorganization of the educational systems and the acceptance of all students independently of their differences. They observe that differences among students may be related to disability, gender, size, colour or ethnicity and disability is just one of these differences and does not limit ones strengths and abilities. Inclusive education recognizes that these differences are valuable and bring creativity and through them ideas are shared and experienced. UNICEF, (2009) asserts that inclusion is about transforming systems to be inclusive of everyone and not about inserting persons with disabilities into existing structures. Heward, (2006) and Hardman *et al.* (2005) state that effective inclusive education identifies barriers in education systems that hinder the participation of students with disabilities and come up with solutions.

Moreover, the political, social and economic structures in Kenya do not favour inclusion in secondary education. The structures are discriminatory, and exclusive to vulnerable members of society especially those coming from poor families and those with disabilities. While in secondary education, there is additional resource support in terms of personnel, and equipment, there are no support systems in response to the diverse context of students conditions observes (Anittos and McLuskie, 2008).

Bondo district has numerous initiatives on inclusive education in primary schools but is the same scenario reflected or obtaining at the secondary school level? Are the efforts at the primary school level paying dividends at the secondary school level? Some of the institutions/facilities in the district that have embraced inclusive education Programmes include:

Bondo Township Primary School for instance is a model school for inclusive education with the necessary infrastructure and qualified staff. Additionally, Bondo has an elaborate District Education Assessment and Resource Centre (EARC) where children with disabilities are assessed and deserving cases appropriately referred for various interventions. The initiative at EARC is complemented by a more or less similar programme which has an outreach component run by Jaramogi Oginga Odinga University of Science and Technology's Special Needs Education Department.

Moreover, a number of special schools namely Maranda School for the mentally handicapped, Nyang'oma school for the deaf, Fr. Auderaa secondary school for the deaf, St. Joseph Initiative (Technical) for the Deaf and Nyamonye small home for the physically disabled are available in Bondo district. The district also has integration programmes for general disabilities in Kamnara, Gobei, Bar-chando, Rapogi and Majengo areas. Additionally, the district has special units for the Mentally Handicapped in Majiwa, Nyabenge, Abom, Dunya, Barkowino, Otuoma and Odhuro areas. From the foregoing inclusion at primary school level in Bondo District is known and therefore the benefits of inclusion to the physically disabled to the district is clear. But levels of inclusion at secondary school level are not clear; therefore the need to explore the degree and levels of inclusion of the physically disabled students at secondary school levels in the District.

1.2 Statement of the Problem

From existing data from the Ministry of Education and the Education Assessment and Resource Center (EARCs) in Bondo, the district is doing fairly well with regard to inclusion at the primary school level and the benefits of inclusion of the physically disabled to the district at that level is clear. But levels of inclusion at secondary school level were not clear, therefore there was need to explore the degree and levels of inclusion of the physically disabled students at secondary school levels in the District. Due to prejudices associated with disabilities, some children with physical challenges may adopt negative attitudes and face

further difficulties in accessing education. From existing literature little has been done to establish the factors that enhance or hinder inclusion of physically disabled children in secondary schools, yet this knowledge is important for the design of proper strategies to help the girls and boys with physical disabilities to access education and equally be included in the curriculum activities in secondary schools and for overall policy change.

1.3 Research Questions

The study sought to answer the following questions:

1. What is the degree of inclusion of physically disabled students in secondary schools in Bondo District?
2. What are the challenges facing the inclusion of the physically disabled students in secondary schools in Bondo District?
3. What is the effect of insufficient inclusion on the learning of the physically disabled students in Bondo District?

1.4 Objectives of the Study

The overall objective of the study was to assess the inclusion of the physically disabled students in secondary schools in Bondo district, Siaya County.

Specifically, the study intended:

2. To explore the degree of inclusion of physically disabled students in secondary schools in Bondo District.
2. To establish the challenges facing the inclusion of the physically disabled students in secondary schools in Bondo District.
3. To find out the effect of insufficient inclusion on the learning of the physically disabled students in Bondo District.

1.5 Justification of the Study

Though the number of Children with Physical Disabilities in Kenya is not clear, they not only represent a crucial sector of the marginalized population but also face special problems as a result of their disabilities. Many have no adequate access to basic services such as quality

education, information, medical health care, employment, transport and rehabilitation. Inclusive education is fundamental as it contributes to the realization of the norms, principles and standards of human rights based approach to development. In education, it creates an enabling learning environment and realization of the right to education by the disabled and by extension, their human rights. It gives the disabled a chance to compete effectively with the rest on opportunities and reduces dependency on other household members. Persons with disabilities are entitled to the same rights as everyone else. They have the right to participate in all levels and every aspect of the society on an equal basis with others.

Under the Constitution of Kenya (2010), post primary education is critical as it's a basic requirement and condition in accessing appointive and elective jobs. Access to institutions of secondary learning (secondary schools, tertiary and other institutions of secondary learning) can help them qualify for a job related training and employment thus help reduce dependency amongst children and adults with disabilities and enable them tackle poverty. Given that persons with disabilities represent such a significant portion of the population, and are more likely to live in poverty than their peers without disabilities, ensuring that they are integrated into all development activities especially secondary school education is essential in order to achieve national and international development goals. Such goals include Kenya's flagship Development blue print Vision 2030 and the Millennium Development Goals by the United Nations.

Based on these uncertainties and gaps, this study set out to explore the degree of inclusion of the physically disabled students in secondary schools in schools in Bondo District, Siaya County.

Achieving the Education For All (AEF) targets and Millennium Development Goals will be impossible without improving access to and quality of education for children with disabilities. The EFA Global Monitoring Report 2007 estimates that the majority of children with disabilities in Africa do not go to school at all, and of the 72 million primary aged children worldwide that are out of school, one third have disabilities.

The study therefore contributed to the body of knowledge on inclusive education of the physically disabled students in secondary schools in the country and the Millennium Development Goal number two which aims at achieving Universal Primary education to all by 2015. It is hoped that the findings of this study would inform policy makers to take

appropriate measures in addressing challenges experienced in the inclusion of physically disabled.

1.6 Scope and Limitation of the Study

The study was carried out in public secondary schools in Bondo District. It included secondary school heads teachers deputies and teaching staff, physically disabled and non-disabled students, and the parents or guardians to physically disabled students within the study area. There were a number of inclusion programmes at primary level hence an urge to find out whether the efforts at primary level applied at the secondary schools.

The limitation of this study was that the findings were generalized within Bondo district and could not be assumed to be the situation in the whole country.

One major limitation was that the study touched on the students with physical disability an aspect that is feared, not talked about openly or directly in African societies hence this may have affected validity of the data collected. However, the researcher explained to the respondents the importance of the study, hence built rapport which made the respondents open up.

1.7 Theoretical Framework

The study was guided by social exclusion theory. The social exclusion theory by Burchant et al (2006) explains how an individual can be socially excluded in participating in a society for reasons beyond his/her control while, he/she would like to participate. The areas of activities where one can be socially excluded constitute, accessing educational institutions, and social interactions with family, friends and community. Social exclusion has increasingly taken over from terms like poverty and deprivation as a term for describing social division. It is common to describe social division and inequality in terms of concepts like poverty, deprivation and disadvantaged. Most of these terms were used with the idea that poor or disadvantaged members of the society lacked adequate resources with which to achieve acceptable standards of well-being and with which to participate in the customary activities of society (Townsend, 1979).

The term social exclusion has been most generally used to refer to persistent and systematic multiple deprivations as opposed to poverty or disadvantage experienced for short periods of time (Walker, 1997). In this respect, the concept of exclusion captures the process of

disempowerment and alienation where as other descriptions focus largely on the outcomes of such process. The study of such process can be used to identify the factors which lead into situations of decline and exclusion.

Levitas (2005) argues that the term social exclusion is intrinsically problematic. This is because the term highlights a primary division between the excluded minority and the included majority; it draws attention away from the inequalities and differences among the included, notably the very rich are discursively absorbed into the included majority, their power and privilege slipping out of focus if not wholly out of sight.

There is the tendency to regard the excluded as 'outside' society, with the result that society itself comes to be seen as integrated, consensual entity. Those on the outside can be brought in, but they are coming into something that is held to function well, which discourages a critical view of society itself. Indeed the implicit presumption is that certain groups are excluded and the reason for this is likely to lie with them. The issue of inclusion and social diversity has one clear danger which if included in the societies become conformist, assimilative and intolerant of "deviant" behaviour, indeed, excluded groups might be seen as having responsibilities as well as rights and might be expected to conform to certain norms of social behaviour such as going to school and taking a job. But how far might such pressures to conform be taken and how are they compatible with the existence of pluralistic and culturally diverse societies? Policies aimed at social inclusion might as well of course exclude other groups such as those who are unwilling to engage in "community" activity or those unwilling to settle in one place.

The relevance of the theory to the study is that in most of the learning institutions in Kenya have limited adaptation with regard to facilities and physical environment for effective inclusion of people with physical disabilities, and yet the people with physical disabilities would like to and have a right to access such places. A girl or a boy with a physical disability needs to be supported by the family and the society as a whole in order to access education. The diverse understanding of contemporary situation of these children will be possible if knowledge is obtained on factors facilitating and hindering student's inclusion in secondary education schools in Kenya. The outcome of social exclusion is that affected individuals or communities are prevented from participating fully in the economic, social, and political life of the society in which they live. An employer's viewpoint about hiring individuals with

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews the literature related to disability inclusion in the education sector with a view to further expose the knowledge gaps.

Disability can be explained in terms of any restriction that results from impairment and hinders a person from performing an activity within the range considered normal for a normal person (Heward, 2006; Hardman, Drew & Egan, 2005). According to UN Convention on the Rights of Persons with Disabilities Article 1, (2006), persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full effective participation in the society on equal basis with others (UN Convention on the Rights of Persons with Disabilities, 2006). In this regard, disability is seen as a socially created problem. This definition focuses on the elimination of barriers created by society that prevent persons with differences from enjoying their human rights on equal basis with others in relation to education (UNESCO, 2005). Barriers that limit a person's full participation include; negative attitude, discriminative policies and practices, and inaccessible environments as a result of these barriers, students with disabilities are being excluded from accessing secondary education.

Inclusive education constitutes a paradigm based on the concept of human rights and social model that unites equality and difference as inseparable values and surpasses the formal quality model observes Jonsson, (2001). There are a number of international human right agreements that support the view that compulsory segregation in education is against children's and young people's basic human rights. These include the UN Convention on the Rights of the Child (1989), the UN Declaration on Education for All (1990), the UN Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993), UNESCO's Salamanca Statement (1994), World education Forum, Dakar (2000) and UN Convention on the Rights of persons with Disabilities (2006). These international initiatives and documents have played important roles in various countries worldwide when formulating new policies and strategies in inclusive education.

According to Rustemier, (2002) and Rieser (2009), the aim of inclusive education is to remove the historical exclusion within and outside of the school through enactment or modification of legislation, policies and educational management practices in order to promote the reorganization of the educational systems and the acceptance of all students independently of their differences. They observe that differences among students may be related to disability, gender, size, colour or ethnicity and disability is just one of these differences and does not limit ones strengths and abilities. Inclusive education recognizes that these differences are valuable and bring creativity and through them ideas are shared and experienced. UNICEF, (2009) asserts that inclusion is about transforming systems to be inclusive of everyone and not about inserting persons with disabilities into existing structures. Heward, (2006) and Hardman et al. (2005) state that effective inclusive education identifies barriers in education systems that hinder the participation of students with disabilities and come up with solutions.

2.2 A Brief History of Inclusion

The many issues affecting inclusion of special needs students have been debated over the last 25 years (Odom, Buysse, &Soukakou, 2011). The term “inclusion” replaced all previous terminologies, i.e., integrated special education, reverse mainstreaming, previous to the early 1990s in hopes that the word would mean more than placing children with special needs in the regular educational classroom, including a sense of belonging, social relationships, and academic development and learning (Odom, Buysse, &Soukakou, 2011).

The reauthorization of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 and the No Child Left Behind Act (NCLB), requires American school systems to examine how to best address the needs of students with disabilities based on academic achievement. This has “shifted the instructional focus with regard to students with disabilities from where they are educated to how they are educated” (McDuffie, Mastropieri, & Scruggs, 2009, p. 494). It requires that students with disabilities have access to the general education curriculum by being placed in the least restricted environment possible and therefore participate in the same assessments as students without disabilities unless the nature of their disability is determined to be too severe to do so. Both also mandate that students with disabilities show progress in academic classes and participate with their non-disabled peers on all state assessments. “Districts and schools have struggled to overcome a history of a separate and segregated special education system, and for various reasons, efforts to include

students with disabilities in general education have not always been successful” (Calabrese, Patterson, Liu, Goodvin, & Hummel, 2008, p. 62). Many school systems have adopted the inclusion model as a method to ensure IDEA and NCLB are being implemented.

2.3 What are Inclusive Classrooms?

The *inclusion method* is a basic model where both disabled and non-disabled students are educated within the same classroom. Educational inclusion, then, offers education geared to include all students, even those with disabilities in the same learning environment. This may include *special needs children* who have emotional and/or behavioral problems. Teachers may encounter a variety of situations in the classroom, including those with learning disorders, emotional disabilities, and mental retardation. Special needs students are placed in the regular education classroom and are involved in instructional settings that may have the general education teacher, the special education teacher, the teacher assistant and possibly parental or community volunteers (Wiebe & Kim, 2008). The most popular inclusion method seems to be a co-teaching model. “Co-teaching may be defined as the partnership of a general education teacher and a special education teacher or another specialist for the purpose of jointly delivering instruction to a diverse group of students, including those with disabilities or other special needs, in a general education setting, and in a way that flexibly and deliberately meets their learning needs” (Friend, Cook, Chamberlain, & Shamberger, 2010, p. 241).

Inclusion of all children within the classroom has brought about a new challenge for teachers. A typical class may consist of gifted children, slow learners, English-language learners, mentally retarded children, hyperactive children, emotionally challenged children, and low socioeconomically status children. With such a diverse combination, classroom management, along with focusing on delivering a differentiated instruction that targets each student individually in the classroom has made a regular education teacher’s job beyond difficult. Because the state and federal education systems are calling for schools to improve special education, school systems are turning to inclusion of special education students in the mainstream setting. Education can be a powerful tool to unify the students with disabilities and those without them (Mowat, 2010), but what problems do special needs students encounter by being included in the regular classroom? This review of the literature will examine the effects of the inclusion model on the academic achievement and social interaction among students with disabilities.

2.4 The Disability Statistics in Kenya

According to the National Population Census 2009 (KNBS), about 4.6% (1.7 million) of the population experience some form of disability which translates to approximately 1.7 million people persons with disabilities. Of this, the largest proportion is physical impairment (413,698) followed by visual impairment (331,594).

Unlike poverty which has major differences in urban and rural areas, disability has no major differences in prevalence in the rural or urban areas or by sex but prevalence increase with age. The Kenya National Survey for People with Disabilities (KNSPWD) adopted the following as the working definition of disability: “a physical, mental, emotional or any other health condition or limitation that has lasted or is expected to last six or more months and which limits or prevents one from participating in the activities of daily life e.g. work, mobility, schooling, recreation and participating in community activities”. Persons With Disabilities (PWD) in Kenya live in vicious cycle of poverty due to stigmatization, limited education opportunities, inadequate access to economic opportunities and access to the labour market. Disability results from the barriers facing people with disabilities – attitudinal and physical barriers that lead to exclusion from society. UK legislation and the UN Convention on the Rights of Persons with Disabilities recognize that disability is about the way society responds to those with impairments (UNESCO, 2000). This ‘social model’ of disability is central to Department for International Development (DFID’s) work. It contrasts with the ‘medical model’ which sees people with disabilities as having a problem that needs to be managed, changed and/or adapted to circumstances.

2.5 The Degree of Inclusion of Physically Disabled Students in Secondary Schools

Australia began to integrate students with disabilities into mainstream classrooms in the mid 1970s after almost a century of educating students with disabilities in segregated settings. This was in response to both research findings about the relative effectiveness of special education settings, and a shift in attitudes in the Western world towards how people with disabilities should be educated, and indeed, live their lives (Foreman, 1996).

In African society, the traditional education included every member of the society and was provided on equal basis within the community and everyone participated at his/her level. There was respect for individuals, equity and social justice that did not permit any person to suffer because of his difference (Coteridge, 2000). This in essence was inclusive education. However, modern education system came with its inequality by creating first class citizen and

second class citizens in the name of providing quality education through heterogeneous strategies (Coteridge, 2000). The current secondary education system in most African countries is based on the same principle where these institutions have been ivory towers and the surrounding communities have not been part of secondary learning institutions. Secondary education has been used in many African countries to reinforce inequality in access and success in education as it has remained an agent of exclusion for the vulnerable members of society. In the name of offering quality education, secondary school learning ends up isolating members of society who are different. Students who are different are seen in a negative context and same as inequality. In this case inequality in secondary education is regarded as normal and continues to exist. Exclusion of certain students in secondary education is based on the principle of those who are different in terms of disability, ethnic/racial, cultural, linguistic, and rural has no regard for individual differences (Coteridge, 2000; Friend & Bursuck, 1999).

There are no statistics to show the number of people with disabilities in secondary education institutions in most countries in Africa and considering human rights and equality in education, accessibility to secondary education for persons with disability is still far in many countries in Africa (Gilbert, and Hart, 1990). This state of affairs may be attributed to negative attitudes, discriminatory policies and practices, and inaccessible environment in secondary education. Various African countries have made political declarations commitments, particularly through the adoptions of the UN Convention on the rights of the child (1989), World declaration on EFA (1990), The Standard Rules on the Equalization of Opportunities for Persons with disabilities (1993) and UN Convention on the rights of Persons with Disabilities (2006). However most of these countries have no legal frameworks and policies for implementing these resolutions. It is therefore not strange that in most African countries, inclusive education is still at concept level and where attempts have been made most of them do not go beyond the pilot stage (Gilbert, and Hart, 1990).

Students who enroll in secondary education institutions are expected to come from secondary schools/secondary schools, however most countries in Africa especially south of the Sahara the majority of students with special needs and who are vulnerable do not complete secondary school education and when they compete they do not meet university and college admission criteria that is based on secondary academic performance and economic ability (Friend & Bursuck, 1999; Gilbert, and Hart, 1990). The few vulnerable students especially

those with disabilities who complete secondary school are in special education institutions where the quality of education offered is low due to the negative attitude of teachers.

2.6 Challenges facing the Inclusion of Physically Disabled Students in Secondary Schools

Many children and adults with disabilities have historically been excluded from mainstreaming education opportunities. Even in countries with high primary school enrollment rates, such as those in Eastern Europe, many children with disabilities attend schools at lower percentage and further there are also lower transition rates to higher levels of education (World Health Organization [WHO], 2011). Inclusive education seeks to enable schools to serve all children in their communities. In practice, however, it is difficult to ensure full inclusion of children with disabilities, even though this is the ultimate goal.

In Kenya just like most African countries a girl who is physically challenged is perceived as one who is handicapped both physically and academically (Nicole, 2010). According to Kaggia (2000), many people carry the misconception that because of a physical disability, a girl is unable to think, learn or work. There are several factors that may discourage inclusion of children with physical disabilities. They include;-

2.6.1 Teachers' perceived lack of competence

Research in the field of integration and inclusion has identified some of the causes leading to the widespread resistance of teachers to the inclusion of students with significant disabilities. Center and Ward (1987) proposed early in the discourse surrounding integration that teachers' resistance reflected a lack of confidence in their own instructional methodologies, and in the quality and amount of support offered to them. This leads to reluctance in integrating any students who placed additional demands on them. Many teachers were trained in a period when mandatory special education units were not included in their pre-service training. They had not expected to teach students regarded as "special ed". They do not see themselves as having the skills to teach students with widely varying abilities, nor do they have the desire to do so. Policy changes however, have overtaken them, and they find themselves facing students with a wide range of disabilities, learning difficulties, and in some cases, extremely challenging behaviours. Those teachers who trained more recently are finding that pre-service courses were not enough to prepare them for the realities of teaching students with a wide range of abilities and behaviours. One-semester pre-service course can

certainly raise awareness and introduce prospective teachers to strategies that expand a teacher's repertoire, but they rarely result in high levels of teacher confidence and expertise. Teachers report significant feelings of inadequacy in regard to teaching students with special educational needs (Carol et al., 2003; Gould & Vaughn 2000; Schumm & Vaughn, 1992).

2.6.2 Lack of Legislation, Policy, Targets and Plans

While there are many examples of initiatives to include children with disabilities in education, a lack of legislation, policy, targets and plans tends to be a major obstacle in efforts to provide Education for All (Forlin and Lina, 2008). The gaps in policy that are commonly encountered include lack of financial and other targeted incentives for children with disabilities to attend schools and lack of social protection and support services for Children With Disabilities (CWDs) and their families (Baker, Wang and Walberg, 1994).

2.6.3 Attitudinal Barriers

Negative attitudes are major obstacle to the education of disabled children (Prince, 2003). In some cultures people with disabilities are seen as a form of divine punishment or as carriers of bad fortune (Ingstad and Whyte, 2005). As a result, CWDs who could be in school are sometimes not permitted to attend. Negative community attitudes can also be reflected in the language used to refer to people with disabilities (Ingstad and Whyte, 2005). Further, the attitude of teachers, school administrators, other children and even family members affect the inclusion of CWDs in mainstreaming schools (Kvam and Braathen, 2006). Some school teachers, including head teachers believe they are not obliged to teach CWDs. In South Africa it is thought that school attendance and completion are influenced by the belief of school administrators that disabled students do not have a future in higher education (Howell, 2006).

Even where people are supportive of students with disabilities, expectations might be low, with the result that little attention is paid to academic achievement. Teachers, parents, and other students may well be caring but at the same time not believe in the capacity of the children to learn (Howell, 2006; Boersma and Chapman, 1982). Some families with disabled students may believe that special schools are the best places for their children's education (Howell, 2006).

2.6.4 Violence, Bullying, and Abuse

Violence against students with disabilities by teachers, other staff, and fellow students is common in educational settings (United Nations Children's Fund [UNICEF], 2005). Students with disabilities often become the targets of violent acts including physical threats and abuse, verbal abuse, and social isolation. The fear of bullying can be as great an issue for children with disabilities as actual bullying (UNICEF, 2005; Prince, 2003). Children with disabilities may prefer to attend special schools, because of the fear of stigma or bullying in mainstream schools (Prince, 2003).

2.6.5 Feelings of vulnerability

Forlin and her colleagues (2001) found in their survey of pre-service teachers that many students felt extremely uncomfortable in their dealings with people with disabilities because it forced them to confront their own fears of being disabled. Forlin et al, also reported another survey in which 86% of teachers surveyed reported that they do not feel relaxed when interacting with people with a disability. It is not surprising then that they resist the integration of students with disabilities into their classrooms, as it promoted feelings of vulnerability and emotional discord.

2.6.5 Impact of behavioural issues on wider school community

Hastings and Oakford (2003) reported that teachers in their sample based their reluctance on the negative impact that students with behavioral and emotional problems had on the entire school community. A single student with a major behavioral problem can create significant havoc in a school. Struggling with extremes of behavior is not an empowering experience for teachers, principals, or administrative personnel. Their belief is that the individual needs of some students are so great that they demand a specialized setting.

2.6.6 Creating a nurturing community for teachers as a solution to challenges of inclusion

Some authors have come up with suggestions on how to address the challenges facing the Inclusion of Physically Disabled Students in school. Most schools include within their vision or mission, a statement relating to the need to provide a safe and nurturing environment for all students. It should also be remembered that teachers need to feel nurtured within the school environment. Because taking on the challenge of students with wide-ranging needs has the inherent risk of failing, of being perceived as incompetent by other teachers, parents

and even students, and in some cases even of physical danger (Welsh 1996), schools involved in inclusive programs need to provide an environment that provides teachers with enough physical and emotional security to take those risks. This requires a physical togetherness that separate faculty offices do not offer. It requires communal time that most school timetables do not allow, unless it is factored in as a priority. It requires an understanding that students with special problems are the responsibility of the whole school, and a shared commitment to meeting their needs, so that those teachers with particularly difficult students feel supported in their daily efforts to include those students. Joyce and Calhoun (1995) found that if teachers shared the study of problems as they arose in the school and that if this investigation was embedded in the day-to-day activity of the school, that it contributed greatly to the development of a professional ethos among the teachers, and benefited their collective mental health.

2.5 Effects of Lack of Sufficient Inclusion to the Development of the Physically Disabled

Despite improvements in recent decades, children and youth with disabilities are less likely to start school or attend school than other children. They also have lower transition rates to higher levels of education. A lack of education at an early age has a significant impact on poverty in adulthood (UNICEF, 2005). For children with disabilities, as for all children, education is vital in itself but also instrumental for participating in employment and other areas of social activity. In some cultures, attending school is part of becoming a complete person (Ingstad and Whyte, 2005). In Bangladesh the cost of disability due to forgone income from a lack of schooling and employment, both of people with disabilities and their caregivers, is estimated at US\$ 1.2 billion annually, or 1.7% of gross domestic product (World Bank, 2008). Work is the means by which an individual can escape poverty and secure the necessities of life hence people with disability continue to languish in poverty.

Stigma and discrimination against people with disabilities has always been a problem. Physically Disabled people are familiar to every class, culture and society. The number of moderately and severely disabled persons was 250 to 300 million in 1990. Helander, 1993. Disabled people have always been discriminated and stigmatized across cultures for thousands of years. Livenah, 1999. Persons with physical disabilities do not face only physical problems but in fact they have to face social and psychological problems in life. Bodgan & Biklew, 1993. Neglar, 1993.

The attitude of non-disabled students is stigmatizing and discriminating towards disabled students. Negative attitudes of peers have a tremendous impact on the life of an individual with a handicap. The person's self-concept, cognitive and social development, academic performance, and general psychological health may be largely affected. When an individual is not accepted by his or her peers, their educational environment and social opportunities in the school, community, work, and home may greatly suffer (Woodard, 1995).

Historically, persons with disabilities have been confronted with not only the physical and mental impediments of their disability, but also with the accompanying social stigma and negative social attitudes. A persistent negative attitude and social rejection of people with disabilities is evident throughout history and across cultures. Ancient Roman and Greek cultures viewed persons with physical disabilities as burdens on society and as less than human. Research has shown, however, that the degree of social rejection and social stigma varies with specific disabilities (Rubin & Roessler, 1995).

However, inclusion classes on academic achievement and social interaction for students with disabilities continues to produce positive results. Because self-esteem is a spring board for appropriate social interactions, it is important to note the effect of inclusion in this area. According to a study conducted by Ntshangase, Mdikana, and Cronk (2008), "included and mainstream adolescent boys do not have disparities in their overall levels of self-esteem.

This result is very encouraging for schools promoting inclusive practices as it implies that overall sense of worth for included and mainstreamed learners is not disparate" (p. 80). It is important to note that according to this study, disabled students did not indicate lower self-esteem than non-disabled students although it would seem the opposite would be true. Another study by Calabrese, Patterson, Liu, Goodvin, and Hummel (2008) found that the Circle of Friends Program (COFP) was very beneficial in increasing social interactions both inside and outside the classroom.

The COFP paired disabled students with a non-disabled buddy and is supported by parents and sponsors. "The COFP is not only a model for successful inclusion of students with disabilities in and outside the classroom but has the potential to serve as a vehicle for facilitating school-wide inclusive educational practices. It was evident that the COFP helps

foster a culture of acceptance through encouraging relationships between students with disabilities and their non-disabled peers.

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CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology that was used in this study. It gives a description of the study area, study design, population, sampling procedures, and methods of data collection. It also explains the methods of data analysis and presentation.

3.2 Study Design

According to Mugenda (1999), research design is the plan, structure and strategy of investigation conceived so as to obtain answers to research questions. The research design for this study was exploratory. This was because the study seeks to explore the factors that hinder inclusion of physically disabled children in secondary schools and the effects of the same on the learning and personal development of the disabled students. The study further seek to come up with solutions to help the girls and boys with physical disabilities access education and equally be included in the curriculum activities in secondary schools and for overall policy change.

3.3 Study Area

The study was carried out in Bondo District of Siaya County. The district was the focus for this study because according to Kenya National Bureau of Statistics (2009) it is among the poorest districts in Kenya. Three different languages are spoken with Luo dialect dominating, followed by English and Kiswahili (Bondo District Environment Action Plan, 2006-2011). The socioeconomic profile of the district is varied. Some schools serve students who are privileged, while others are situated in neighborhoods where crime, alcohol, substance abuse and poverty are the norm. Bondo district has 30 registered secondary schools with a fairly robust inclusive education program at primary school level. This provided the main reason to examine through this study whether the same is reflected or carried over to the physically disabled students at the secondary school level in the district. In general however, the district encompasses a poor rural community that enjoys its close proximity to the town of Bondo with its rapidly rising metropolitan lifestyle.

3.4 Study Population

The study population was girls and boys who are physically challenged in public secondary schools in Bondo district. According to Kenya National Bureau of Statistics (2009) Bondo

district had a total of 3,877 physically disabled persons. Others in the target population comprised 30 principals, 30 deputy principals, 308 teachers, 10999 non-disabled students and 7,754 parents of physically disabled students within Bondo district, Siaya County.

3.4.1 Sampling Procedure and Sample Size

The study population consisted of physically disabled students, principals, teachers in public secondary schools, parents of disabled students and non-disabled students in Bondo district. There are 30 secondary schools in Bondo district. Simple random sampling technique was adopted in selecting half of the secondary schools. The researcher knowing the targets he wanted in those schools used purposive sampling strategy to select the respondents in these schools for the study. Fifteen principals and fifteen deputy principals of the sampled schools were purposively selected to participate in the study. Similarly, purposive sampling as well as guidance from the school principals was used to select at least 2 teachers from every school totalling to 30 teachers. Purposive sampling was further used to select 2 physically disabled and 2 non-disabled students from the 15 sampled schools totalling 30 disabled and 30 non-disabled respectively. Two parents from each sampled school were again purposively selected totalling to 30 parents participated in the study.

3.5 Methods/Instruments of Data Collection

The researcher used two instruments to collect data; Semi –structured questionnaire for qualitative data and un-structured questionnaire for quantitative data

3.5.1 Semi-structured and un structured Questionnaires

The researcher used a formal standardized semi-structured and un structured questionnaires which included both closed and open ended questions which were administered to 30 physically disabled students, 30 non-disabled students, 15 principals and their 15 deputies, 30 teachers and 30 parents from the sampled schools. The questionnaires captured both quantitative data and qualitative data.

3.5.2 In-depth Interviews

In-depth interview technique according to Bernard (1995) is appropriate for sensitive topics, and it allows thorough probing for clarification and detailed understanding of factors that facilitate or hinder inclusion of students who are physically disabled in secondary schools. At least 10 out of 30 physically disabled students were targeted, 5 out of 15 principals and 5 out of 15 deputy principals, and 30 parents sampled for this study were also targeted for in-depth

interviews. The selected respondents provided responses in line with the study objectives to enrich the breadth and in-depth knowledge of the study objectives.

3.5.3 Validity of the research instruments

According to Mugenda (2008), reliability and validity refers to the quality and trustworthiness of data. Dooley (1996) further defines validity as the extent to which the study instruments captured what they purport to measure. The validity of the instruments was ascertained by the pilot test. This ensured that the instructions are clear and all possible responses to a question are captured. Content validity of a measuring instrument is the extent to which it provides adequate coverage of the investigative questions guiding the study (Mugenda, 2008). In this study, content validity was determined by consulting the judgment of research supervisors within the university. The Researcher reviewed the instruments and sought opinions of the University supervisors to recommend for improvements and verify whether the instruments adequately addressed the objectives of the study and answer the research questions.

3.6 Data Analysis and Presentation

Qualitative data from in-depth interviews was analyzed using content analysis, the process that involved going through the whole data collected, sentence by sentence, word by word, identifying recurring themes and coding them (Ritchie and Lewis, 2003). The quantitative data from un-structured questionnaires was analyzed using descriptive statistics by aid of Statistical Package for Social Sciences (SPSS) and results were presented in frequencies, tables and percentages.

3.6 Ethical Considerations

Permission to proceed with the study and to guarantee respect for human subject was obtained from Maseno University. The researcher also had to seek for permission to visit and conduct research in secondary schools in Bondo District from the District Education Office in Bondo. Once the respondents were identified, their informed consent was sort before administering questionnaires or conducting interviews. The researcher ensured that

information provided by each and every respondent was privileged and not passed to third parties to uphold the principles of anonymity and confidentiality.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Inclusion of the Physically Disabled Students in Secondary Schools in Bondo District, Siaya County, Kenya.

4.1 Introduction

This study investigated the inclusion of the physically disabled students in secondary schools in Bondo district, Siaya County, Kenya. This chapter presents the findings of the study under thematic sub-section in line with study objectives. Before handling the three objectives of the study, socio-demographic characteristics and category of school of the respondents was tackled for it adds fertility to the subject matter of the study.

4.2 Socio-Demographic Characteristics of Respondents

Demographic information was collected on gender of the respondent and category of school. The purpose of demographic information was to portray the nature and characteristics of the respondents and to enable the readers make informed decisions insofar as the findings of Inclusion of the physically disabled students in Secondary schools in Bondo district are concerned.

4.2.1 Gender of the Respondent (Students)

The students were asked their gender and the responses summarized in Table 4.1 below.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	20	66.7	66.7	66.7
Female	10	33.3	33.3	100.0
Total	30	100.0	100.0	

Table 4.1: Distribution of Respondents (Students) by gender. Source: Field Data (2013)

Results from the table above shows that most of the respondents (students) were male 66.7% while approximately 33.3% were female.

4.2.2 Gender of the Respondent (Principals)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	18	60.0	60.0	60.0
	Female	12	40.0	40.0	100.0
	Total	30	100.0	100.0	

Table 4.2: Distribution of Respondents (Principals) by gender. *Source: Field Data (2013)*

Approximately 60% of teachers were male while about 40% were female as shown in table 4.2 above. This shows sampled principals for this study were all reached and the majority were male.

4.2.3 Gender of the Respondent (Deputy Principals)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	40.0	40.0	40.0
	Female	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 4.3: Distribution of Respondents (Deputy Principals) by Gender. *Source: Field Data (2013)*

The results shown in table 4.3 above shows that the majority 60% of deputy principals sampled were female while only about 40% were male. This shows sampled deputy principals for this study were all reached and majority were female unlike in table 4.2 above where majority of the respondent principals were male.

4.2.4 Gender of the Respondent (Teachers)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	12	40.0	40.0	40.0
	Female	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 4.4: Distribution of Respondents (Teachers) by Gender. *Source: Field Data (2013)*

Approximately 60% of the principals sampled for this study were female while about 40% were male as shown in table 4.4 above. This shows sampled teachers for this study were all reached whereby majority that responded were female.

4.2.5 Category of school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	National	1	3.3	3.3	3.3
	Provincial	6	20.0	20.0	23.3
	District	23	76.7	76.7	100.0
	Total	30	100.0	100.0	

Table 4.5: Distribution of Schools by Category. *Source: Field Data (2013)*

Most of the schools in the study area were district schools approximately 76.7% while there were a few provincial schools about 20%. There was only one national school which was approximated to be 3.3% of the entire study population. Results in table 4.5 above shows that most of the physically disabled students sampled for this study were in district secondary schools. This was important to establish the distribution of physically disabled students in the available categories of secondary schools in the district.

4.2.6 Physical Condition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Physical disability	19	63.3	63.3	63.3
	Non-disabled	7	23.3	23.3	86.7
	Other types of disability	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 4.6: Distribution of Students by Forms of Disabilities. *Source: Field Data (2013)*

The results in the table 4.6 above shows that most of the students sampled for this study were physically disabled that is 19 out of 30 students which had a larger percentage of 63.3% followed by 7 out of 30 students, that was about 23.3% who were non-disabled. Approximately 4 out of 30 students had other forms of disability which was approximately 13.3%. The students interviewed also included non-disabled to get their views on the degree of inclusion of physically disabled students their schools and to further get their views on challenges their schools faces in terms of inclusion of the physically disabled students. The gist of the study was inclusion of the physically disabled students but inclusion cannot work in isolation, it has to be a healthy and harmonious co-existence between disabled and non-disabled hence the need to reach out to the views of non-physically disabled students.

4.2.7 Do you think the Infrastructure and facilities in this school take in account the needs of the physically disabled.(Ramps, slippery floors)

	Principals		Deputy principal		Teachers		Disabled students		Non-disabled students		Parents	
	F	%	F	%	F	%	f	%	F	%	f	%
Yes	4	27%	2	13%	9	30%	5	17%	15	50%	14	47%
No	12	73%	13	87%	21	70%	25	83%	15	50%	16	53%

Table 4.7 Responses on Infrastructure and Facilities

Source: Field Data (2013)

Majority of the respondents stated that the infrastructure and facilities in most of the schools sampled for this study did not take into account the needs of physically disabled. This included: principals (73%), deputy principals (87%), teachers (70%), disabled students (83%), non-disabled students (50%) and parents (53%). Minority of the respondents noted that the infrastructure and facilities in most of the schools sampled for this study took into account the needs of the physically disabled students. This included: principals (27%), deputy principals (13%), teachers (30%), disabled students (17%), non-disabled students (50%) and parents (47%).

For instance one principal noted;

My school is poorly equipped in addressing the needs of children with disability for instance; we have no ramps to facilitate those on wheel chairs. The school buildings are old and were not designed to support the students with physical disability, for instance there many stair cases.

In another boarding secondary school toilet and sanitary facilities were not adopted to suit the conditions of the physically disabled. For instance a physically disable girl mentioned that:

I feel scared every time I want to go for a short call or long call because I cannot squat in the pit latrines and sometimes I crawl into the toilet and I may contract diseases, the place is in most times dirty, watery and slippery.

In some school with school bus, the physically disabled students could not board the bus. For instance one student mentioned:

During trips or school games most of the time I am left out and if I have to go I must be carried like a small child and this demeans my dignity.

This kind of treatment goes against the spirit of the UN Convention (2006) whose essence is rights and dignity for disabled people.

Inclusion has to be financed, building ramps and adopting the environments has cost implications. While the constitution of Kenya (2010) stipulates that disabled persons have a right to accessible environment including to information the Kenya Government is yet to translate this constitutional entitlement into tangible programmes at secondary school level.

One principal observed “that adequate budgetary allocation and monitoring the use of the same in support of inclusion at the secondary school is long overdue. We are all aware of government policy on inclusion and we are committed to implementing it but inclusion has its dynamics and requirements which at the moment are not forthcoming from either national or county government, it’s time we walked the talk from concept and policy to practice”

4.2.8 In your opinion is the Social environment in this school enabling enough to the physically disabled students (Attitudes, knowledge and practice?)

	Principals		Deputy principal		Teachers		Disabled students		Non-disabled students		Parents	
	f	%	F	%	F	%	f	%	F	%	F	%
Yes	3	20%	5	33%	10	33%	6	20%	11	37%	8	27%
No	12	80%	10	67%	20	67%	24	80%	19	63%	22	72%

Table 4.8 Responses on Social environment *Source: Field Data (2013).*

Results displayed in table 4.8 above clearly show that majority of the respondents: principals (80%), deputy principals (67%), teachers (67%), disabled students (80%), non-disabled students (63%) and parents (72%) stated that there was no adequate enabling social environment for students with physical disability. Minority of the respondents: principals (20%), deputy principals (33%), teachers (33%), disabled students (20%), non-disabled students (37%) and parents (27%) stated that there was an enabling social environment for students with physical disability.

A parent noted that:

My son is in this school but he majorly spends most of his time in dormitory during games because the recreational facilities in this school do not fit his condition.... He cannot play football like other students and he feels left out when others are interacting and playing.

In another incident a non-disabled student stated that:

We really love these students with physical disability and we want to play with them but we fear that we may hurt them particularly if we engage them in physical exercises or games.

Another student stated that: I have been told that disability is contagious thus I fear that if I move near them I may be disabled that is what I think guides the interaction between non-disabled students and disabled ones. This observation shows that there is still a lot of ignorance about disability and that more awareness and sensitization programmes are still required to help in the demystification of disability.

In Article 3 of UN Convention (2006), state parties to the convention as required to mount public education so as to create the necessary social conditions for acceptance of disability as part of human diversity.

4.2.9 Do you think the teachers have adequate capacity to enhance inclusion in secondary schools (teacher orientation, training and pre-service?)

	Principals		Deputy principal		Teachers		Disabled students		Non-disabled students		Parents	
	f	%	F	%	F	%	F	%	F	%	F	%
Yes	8	53%	5	33%	11	37%	7	23%	14	47%	5	17%
No	7	47%	10	67%	19	63%	23	77%	16	53%	25	83%

Table 4.9 Responses on teachers' capacity *Source: Field Data (2013).*

The results in table 4.9 show the respondents responses on teachers' capacity to enhance inclusion in secondary schools. From the table in is evident that most of the principals (53%) had no capacity to support inclusion while 47% of the principals sampled had capacity to support inclusion. Only about 37% of the deputy principals sampled had capacity to support inclusion of physically disabled students while majority of deputy principals did not have the requisite capacity to support inclusive education in secondary schools in the district. Furthermore, majority of teachers (63%), disabled students (77%) and non-disabled students (53%) noted that teachers, principals and deputy principals had no adequate capacity to support inclusive education in the district. While minority of teachers (37%), disabled students (23%) and non-disabled students (47%) noted that teachers, principals and deputy principals had adequate requisite capacity to support inclusive education in the district. This

meant that most principals, deputy principals and teachers in most secondary schools in Bondo district do not have the capacity to support inclusion of the physically disabled students at secondary school level hence this accounts for low inclusiveness of the physically disabled students in most secondary schools within Bondo district.

For instance one principal stated that:

I think the issue of disabled students or students with various forms of impairment should be part and parcel of teacher training programmes from the very beginning including in-service orientation yet this was not the case for majority of the teachers. During our time in college this was not the case and has hampered our capacity to support these children.

Another female teacher stated that:

I came from college last year and there was some little orientation on disability which I think was not enough or given enough prominence/emphasis as other aspects of syllabus. I think this should change as I view disability as part and parcel of diversity in humanity and therefore issues of disability should not be marginalized in curriculum programmes.

The issue of teachers' capacity is expounded by Center and Ward (1987) who proposed earlier in the discourse surrounding integration that teachers' resistance reflected a lack of confidence in their own instructional methodologies, and in the quality and amount of support offered to them. This led to a reluctance to integrate any students who placed additional demands on them. Many teachers were trained in a period when mandatory special education units were not included in their pre-service training. They had not expected to teach students regarded as "special ed". They do not see themselves as having the skills to teach students with widely varying abilities, nor do they have the desire to do so. Policy changes however, have overtaken them, and they find themselves facing students with a wide range of disabilities, learning difficulties, and in some cases, extremely challenging behaviours.

4.3.0 Do you think the current secondary school curriculum takes on board the needs of physically disabled students?

	Principals		Deputy principal		Teachers		Disabled students		Non-disabled students		Parents	
	F	%	F	%	F	%	F	%	F	%	f	%
Yes	10	67%	9	60%	15	50%	10	33%	17	57%	12	40%
No	5	33%	6	40%	15	50%	20	67%	13	43%	18	60%

Table 5.0 Response on Secondary Schools Curriculum regarding Inclusion. *Source: Field Data (2013).*

Table 5.0 above show respondents' responses on current secondary schools curriculum regarding inclusion of the physically disabled students. Majority of the principals (67%), deputy principals (60%), non-disabled students (57%) and a half of the teachers sampled noted that the current secondary school curriculum incorporates on board the needs of physically disabled students while only a few of disabled students(33%) and parents(40%) supported this. However, majority of the physically disabled students (67%) in secondary schools and parents (60%) sampled noted that the current secondary school curriculum did not take on board the needs of physically disabled students. Moreover, a few principals (33%), deputy principals (40%), and a half of the teachers (50%) noted that there is no incorporation of physically disabled in the current secondary school curriculum. This meant that most of the parents and the physically disabled students in secondary schools in Bondo district were not aware that the current secondary schools curriculum took on board the needs of the physically disabled students.

For instance a teacher noted that:

As much as the current secondary school curriculum takes on board the needs of physically disabled students most of us teachers due to inadequate teacher aides, time and curriculum support in the form of modified materials for teaching such students we find it difficult a times to wait for such student to arrive in laboratory in time for chemistry or Biology practical at the same time the physical conditions did not allow them to hold test tubes and yet science subjects are compulsory in current 8:4:4 system of education (Head of Department, Science Subject).

Another chemistry teacher stated that:

"I have a child with feeble hands and yet he is supposed to handle test-tubes with harmful chemicals which may further burn them because their hands are feeble and shaky. Thus the teacher observed that the curriculum should have been flexible enough to allow such students to specialize in Arts and Humanities, subjects that are conducive to their condition".

A UNICEF, (2009) reports asserts that inclusion is about transforming systems to be inclusive of everyone and not about inserting persons with disabilities into existing structures. Heward, (2006) and Hardman et al. (2005) state that effective inclusive education identifies barriers in education systems that hinder the participation of students with disabilities and come up with solutions.

However, even with this restricting curriculum the study found out that some students who are physically disabled still defied all odds and still made it with good grades in their final form four national examination. A case in point is a physically disabled student in Maranda High school scored a mean grade of A- (Minus). The principal of this school stated that:

"My school lacks many of the ingredients that support inclusion, yet despite that this particular student was the most determined and hardworking and eventually scored highly to the surprise of us. Most of the time he could fall on slippery floor, struggled to climb steers but he never gave up he had rare tenacity. Even the mocking of fellow students and poor economic background could not deter him. This was an interesting phenomenon."

Curriculum flexibility to take on board differences is important in inclusive education. Inclusive education constitutes a paradigm based on the concept of human rights and social model that unites equality and difference as inseparable values and surpasses the formal quality model observes Jonsson, (2001). Insufficient curriculum resources and aide support for the teachers to implement the current secondary is supported by Avrimidis et al., (2000); Westwood and Graham (2003) arguments whereby they noted that inadequate teacher aide time and curriculum support in the form of modified materials were highlighted as a factor that lowered the degree of inclusion in secondary schools. Teachers need greater access to differentiated resources to cater for the needs of students with physical disability since teachers were not convinced of the benefits for either the regular students or those with disabilities due to their lack of appropriate teacher preparation and resourcing.

4.4.0 Challenges faced by physically disabled students

Many barriers may hinder children with disabilities from attending school. Inclusive education seeks to enable schools to serve all children in their communities. In practice,

however, it is difficult to ensure full inclusion of children with disabilities, even though this is the ultimate goal. According to Kaggia (2000), many people carry the misconception that because of a physical disability, a girl is unable to think, learn or work. There are several factors that may discourage inclusion of children with physical disabilities. In the study findings the following were identified as the key factors that acted as challenges and barriers faced by sampled secondary schools in Bondo district in the inclusion of the physically disabled:-

4.4.1 Inadequate Pre-service Training and Professional Development

Both pre-service and in-service courses that address the skills and the attitudes of teachers towards students with disabilities are deemed insufficient by many teachers. There are significant information gaps between teaching practice and the stated policies of educational bodies. Many teachers struggle with the tension between accommodating the special needs of some students and disadvantaging other students.

One teacher male teacher interviewed observed that “disability is lowly prioritized in teacher training and career development unlike other matters, there has to be policy shift in teacher training and the realization that the learning of disabled children can no longer be an afterthought, it’s their right to access education and it must be part and parcel of school administration and management as well”

Some teachers believed that making any accommodations was unfair on other students. Many teachers express concerns about assessment procedures if the curriculum has been greatly modified, and how assessment of modified material can then be judged against external assessment procedures. Information regarding the practical impact on learning and behaviour of particular disabilities, the extent to which support staff should be responsible for students with disabilities, best teaching practice and guidelines on permissible assessment variations have been identified as urgent needs of teachers involved in inclusive programs. These needs are greater for teachers at the secondary level.

From the study findings, most of the teachers about 63.3% had not been trained on professional training on school management in an inclusive setting. Further, most principals approximately 86.7% from the schools sampled were not knowledgeable on issues of inclusive education of the physically disabled. Thus, this may have led to low number of physically disabled secondary schools within Bondo district may be due to lack of advocacy for inclusive education during form one selection by principals thus acted as a challenge to inclusive education.

Just as the environment must be accessible to students with disabilities, the curriculum must facilitate inclusive education, too. General educators must be willing to work with inclusion specialists to make modifications and accommodations in both teaching methods and classroom and homework assignments. Teachers should be flexible in how students learn and demonstrate knowledge and understanding. Written work, for example, should be limited if a student cannot write and can accomplish the same or similar learning objective through a different method.

For instance one of the sampled deputy principal stated that:

During my training I never had any training on physical disability, even after I have not been exposed to any yet the government under the new constitution is under obligation to ensure that all children including those with disabilities access education, how will that happen if teachers are not trained and continuously exposed to disability and inclusive education? (Female, Deputy Principal).

Further, a female teacher noted that pressure and the emphasis placed on the passage of exams via mean grade is a challenge to teachers with regards to supporting the inclusion of the physically disabled students. "Some of us teachers out of ignorance believe that giving extra support to student who due to his her disability maybe a slow writer is wasting time of other non-disabled student and likely to bring down the school's mean score, hence we may not adequate attention to the needs and concerns of the physically disabled students"

4.4.2 Parent Concerns

Another challenge was related to the parents of the mainstreamed students. These parents were not always satisfied that their children were being offered the best education when teachers spent additional time and resources on students with special needs. This could cause further tension in the school community, and could result in principals being reluctant to enroll students with disabilities. During in-depth interview with the school principals, parental concern emerged as a common theme that acted as a challenge to inclusion. For instance, a principal said:

"A time I get pressure from parents of the disabled students.....they are concerned whether their children get adequate time and support because they believe that students with disabilities are slow learners"

4.4.3 Inadequate Resources

Limited or inappropriate resources were regarded as a significant barrier to ensuring inclusive education for children with disabilities in secondary schools in Bondo district. National budgets for education are often limited and families are frequently unable to afford the costs of education. There are inadequate facilities, inaccessibility to school buildings, insufficient qualified teachers and a lack of learning materials. As noted in a UNICEF report (2009) inclusion has to be planned for and facilitated both in terms of financial allocation and the provision of supportive human resources. Although the Kenya Government through the Special Needs Education Policy of (2009) has committed herself to supporting inclusive education the situation on the ground shows that the commitment is yet to be matched with required resources that will effect the policy aspirations.

One parent respondent observed that ‘we here about these good policies that are meant to help our children and ease their conditions in these schools but we do not see concrete actions that can create the changes we yearn for. As parents we want to do much but we are poor and lack the economic muscle to finance most of what is needed in these schools’

While there are many examples of initiatives to include children with disabilities in education, a lack of legislation, policy, targets and plans tends to be a major obstacle in efforts to provide Education for All (Forlin and Lina, 2008). The gaps in policy that are commonly encountered include lack of financial and other targeted incentives for children with disabilities to attend schools and lack of social protection and support services for Children With Disabilities (CWDs) and their families (Baker, Wang and Walberg,1994).

4.4.4 Physical Barriers and Accessibility

Physical access to school buildings is an essential prerequisite for educating children with disabilities. Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads are unsuitable for wheelchair use and the distances are too long. Even if it is possible to reach the school, there may be problems of stairs, narrow doorways, inappropriate seating, or inaccessible toilet facilities.

To illustrate this, during in-depth interview, a student noted that:

I am disadvantaged in this school since I find it difficult to use the facilities in this school due to my nature- physically disabled (Female student, a Respondent).

The illustration above shows that facilities in most schools in Bondo district do not have the facilities that create a conducive environment for the physically disabled or students with other forms of disability.

Obviously, a student with a disability cannot learn in an inclusive classroom if he cannot enter the room, let alone the school building. Some schools are still inaccessible to students in wheelchairs or to those other mobility aides and need elevators, ramps, paved pathways and lifts to get in and around buildings. Accessibility can go beyond passageways, stairs, and ramps to recreational areas, paved pathways, and door handles. This is supported by the Convention on the rights of Disabled People.

Article 3 of the UN Convention on the right of disabled people (2006) states that ensuring accessibility is a basic condition for equalizing opportunities for disabled people.

4.4.5 Attitudinal Barriers

Negative attitudes were also noted as major obstacle to the education of disabled children (Prince, 2003). In some cultures people with disabilities are seen as a form of divine punishment or as carriers of bad fortune (Ingstad and Whyte, 2005). As a result, CWDs who could be in school are sometimes not permitted to attend. Negative community attitudes can also be reflected in the language used to refer to people with disabilities (Ingstad and Whyte, 2005). Further, the attitude of teachers, school administrators, other children and even family members affect the inclusion of CWDs in mainstreaming schools (Kvam and Braathen, 2006). Some school teachers, including head teachers believe they are not obliged to teach CWDs.

One male disabled responded said *“society needs to view us as people first but who have a disability but not see the disability first before the person in me. Most fellow students and even teachers and the larger community refer to me by my disability and not by my name and this annoy me”*

From the study findings it emerged that there were many challenges faced by students with physical disability, prominent among them was the issue of inaccessible environment where few of the physically disabled students in the schools could not access classrooms, offices

including sanitary facilities. The issue of inaccessible environment has been succinctly discussed in the UN Convention 2006 article 1 and specifically captured in UNESCO 2005 which advocates for removal of all manner of barriers as a pre-condition for equalizations for opportunities for disabled people. These barriers that limit a person's full participation include; negative attitude, discriminative policies and practices and inaccessible environments. As a result of these barriers, students with disabilities are being excluded from accessing secondary education (UNESCO, 2005).

One physically disabled student said "the school has many barriers including slippery floors and stairs in many of the places that I need to visit. The worst part of it is that the toilet and bathroom facilities are not suitable for my condition"

The other challenge was hostile social environment that obtains in a majority of the schools visited during the study. The disabled students felt unwelcomed in the schools as they were mocked by other students and this contributed a great deal to their low self-esteem and low morale

Financial support was another challenge. Most of the physically disabled students came from poor families and this limited their access to school.

Interview with one of the male disabled students indicated that poverty at home is a major hindrance to admission and retention of students at secondary school level. *"I am from a very poor family and unable to pay the numerous levies required in school, as you can even see I cannot afford descent uniform. Many a times I am sent away from school to look for money which is not there."*

Majority of the principals, teachers and parents interviewed mentioned low awareness on disabilities as a major challenge. This finding is in tandem with earlier findings by Prince, 2003; Ingstad and Whyte, 2005 who argued that negative attitudes are major obstacle to the education of disabled children. In some cultures people with disabilities are seen as a form of divine punishment or as carriers of bad fortune. As a result, CWDs who could be in school are sometimes not permitted to attend. Negative community attitudes can also be reflected in the language used to refer to people with disabilities (Prince 2005; Ingstad and Whyte, 2005). One principal when interviewed for instance said *"whilst we see and hear a lot of government sensitization programs on gender and girl child we rarely hear the same on*

value of education for the disabled people. This may make it difficult for the community to value the education of the disabled people". Some of the parents interviewed were concerned that even the few disabled people in the community who are educated are unfortunately not employed or engaged in productive enterprises. This therefore discourages the disabled people who may want to go to school.

4.4.6 Effects of insufficient inclusion on learning of the physically disabled

Insufficient inclusion was found to have certain effects to the learning of the physically disabled students in the district. Absenteeism and late arrival in school because of lack of assistive devices was raised. This was linked to low performance which was cited as involving many of the physically disabled students.

One disabled student responded *"I do not have a wheel chair and have to rely on people to carry me to school, most of the times I arrive late and find some lessons have been done. This affects my performance because I have to catch up. In the school, desks, chairs and other facilities have not been adapted to my condition and sometimes have to sit on the floor and the toilet facilities are even worse meaning most of the time I am preoccupied on how to survive in school as opposed to learning and this affects my performance."*

For inclusion to be effective the UN Standard Rules on the equalization of opportunities (1993) advocates for transformation of the environment and facilities to suit the needs of all including the disabled and not to just fix the disabled in existing situation. Adapting the environment is a key pre-condition for equalizing opportunities in education for the physically disabled.

Negative attitudes from fellow students and teachers and stigmatization were also named as some of the factors that have serious effects on the learning of the physically disabled students.

One of the disabled female students respondents *"most of the time my non-disabled colleagues make gestures that show I am different from them, some mock me, some refer to me by my condition as opposed to my name. All these factors make me feel unwanted in the school hence feel like dropping out of school."*

Another male disabled student interviewed observed that *"most times fellow students ask me disturbing questions like why am I disabled and not them, what happened for me to be born this"*

This finding corroborates with earlier findings by UNICEF report (2005) which stated that violence against students with disabilities by teachers, other staff, and fellow students is common in educational settings. Students with disabilities often become the targets of violent acts including physical threats and abuse, verbal abuse, and social isolation. The fear of bullying can be as great an issue for children with disabilities as actual bullying (UNICEF, 2005; Prince, 2003).

Another finding related to inflexible and not adapted curriculum that did not take into account the needs of physically disabled students. One Principal interviewed thought the current education system that places emphasis on science and technology subjects disadvantaged physically disabled student. *“These science subjects involve a lot of touching and experimentation yet some of the physically disabled may lack hands or fingers”*. The study finding is supporting Rustemier, (2002) and Rieser (2009) arguments. According to Rustemier, (2002) and Rieser (2009) the aim of inclusive education is to remove the historical exclusion within and outside of the school through enactment or modification of legislation, policies and educational management practices in order to promote the reorganization of the educational systems and the acceptance of all students independently of their differences. For instance during in-depth interview one Chemistry teacher noted that: *“student with feeble hands or no fingers were finding it difficult to effectively participate in science practical’s where for instance test-tubes and chemicals were to be handled. It would be better if such students had options to specialize in art subjects which suit their condition.”*

The import of students whose condition could not allow them to comfortable manage science subjects is that it lowers their grades in those subjects hence leading to poor performance as earlier observed in related UNICEF report of (2005) which stated that there is a relationship between good enabling learning environment and higher performance..

4.6.2 Drop out and Low Self Esteem

The issue of absenteeism and late arrival in school due mobility challenges was seen as a factor that could lead to low performance. Additionally emerging issues on negative attitude towards education included: discrimination by the community members, lack of role models who are physically challenged, viewing going to school as punishment because they are physically challenged thus they should be at home. The following extracts from key informant respondent discussant illustrate this:-

“Physically challenged female student view disability as punishment to them because they do not understand why they should be in school and yet they are physically challenged” said a Male principal.

“Physically challenged students have low self-esteem due to the fact that they do not see any prominent person in top positions in the society hence have no role model who is equally physically disabled... .. A times discrimination from community members also discriminate the disabled against various resources in the society and this in turn leads to negative attitude towards education by physically challenged girls” said a Female Principal.

According to Butalia&Urvashi (2001) emotional and psychological well-being of a student is an underlying factor towards success in education, coupled with a suitable environment for teaching and learning, a student’s positive attitude towards learning greatly influences the learners’ performance and retention in schools.

The study also found that despite the many odds in secondary schools; not accessible infrastructure and facilities, hostile social environment and limited teacher capacity and orientation to support them some students with physical disabilities still emerged top in their classes and have excellent mean grades in their final exams. One such student scored a mean grade of A- in the only national school in the district.

This is an interesting finding as it is believed that under such difficulty circumstances such student would perform poorly and yet in this case the reverse is the case.

CHAPTER FIVE

CONCLUSION

5.1 Summary

The study has managed to explore and establish that very limited inclusion is taking place at the secondary school level in Bondo District. The study has revealed that many factors are hindering the effective inclusion of the physically disabled students in secondary schools. These factors include poor and rugged road network from homes to schools making it difficult even for those in wheel chairs to access schools and slippery paths and rough roads for those who use crutches. In schools, the study revealed that students with physical disabilities content with the same challenges of uneven/slippery floors, having to climb stair cases sometimes, narrow pathways, lack of ramps for wheelchair uses and inability to access even classrooms and offices. Majority could not access toilet and sanitary facilities as they were not adapted to suit their conditions. Majority of the schools studied did not have assistive devices such as crutches and wheelchairs to support the mobility of needy and poor physically disabled students who needed them.

The other factor hindering inclusion of physically disabled students in Bondo District in secondary schools was hostile social environment. Both the disabled and non-disabled students interviewed agreed that disabled students were viewed differently. Some non-disabled students showed fear while interacting with the physically disabled students with a mistaken belief that disability is contagious. Most disabled students interviewed, revealed that other non-disabled students referred to them by their disability and not their names. This they felt lowered their dignity and de-personalized them. Majority of physically disabled students interviewed expressed displeasure by the fact that they were constantly mocked by their non-disabled peers.

Inadequate teacher preparation and capacity to effectively meet the needs of the physically disabled students was raised as another major challenge. The study revealed that teachers were inadequately prepared mentally and in terms of skills with regards to handling students with physical disabilities. Majority of teachers interviewed said that their training in college including in-service and general in career development was primarily about "a normal" student. Some admitted that they have been exposed to some disability knowledge but said

that looking at the realities on the ground that knowledge is not adequate and does not put them in good stead to handle extra challenges posed by students with physical disability. For instance, some teachers felt that physically disabled students were like a burden to them in terms of achieving a targeted mean grade putting in consideration that some could not complete the syllabus due to absenteeism, late arrival in school and related reasons. They expressed helplessness at how to deal with such scenarios. Disability un-friendly curriculum was also another hindering factor. The current 8.4.4 system education in Kenya puts a lot of emphasis on science and technology or practical oriented subjects. From the study it emerged that this over emphasis on practical subjects is denying students with physical disabilities a chance to pursue education. For instance how a student without hands, or with feeble hands or even with one hand expected to perform in Chemistry, Physics or Biology practicals?

The other major factor impeding the effective inclusion of physically disabled students in Bondo District is poverty and low social economic background at home. Majority of disabled students interviewed came from very poor backgrounds and did not have money to buy basics such as food, clothing and mobility aides such as wheel chairs and crutches. Majority of Parents of disabled students on the other side said they were too poor to afford numerous levies required to keep their children in schools. They also could not afford to finance accessibility demands in schools such as putting up of ramps and construction of adapted toilets, wide doors and accessible pathways.

With regards to whether the insufficient inclusion had an effect on the learning of the physically disabled students, the study findings suggest that indeed it does. Insufficient inclusion according to the study leads to poor performance as physically disabled students may not reach school on time or frequently absent themselves from schools due to accessibility related challenges. Inflexible curriculum that does not take cognizance of their physical condition may lead to their poor performance in science and technology based subjects due to the practical nature of those subjects. Majority of physically disabled students in the schools studied said that they suffered low self-esteem as a result of mocking from fellow students and even the teachers. Some felt discriminated against and stigmatized as a result of their physical disability and that the school environment not fully embracing disability as diversity. Interestingly, the study revealed that some physically disabled students defied all odds and excelled amidst the myriad of challenges they faced not only in school but also at home.

5.2 Conclusion

From the study, it can be concluded that a very small number of the physical disabled students who are eligible for secondary school are attending school. Many factors ranging from inaccessible environment, infrastructure and facilities, negative attitudes by fellow students and teachers and poor socio-economic backgrounds are responsible for this state of affairs. Lack of robust and efficient public sensitization and education programs on disability and the link between disability and development is partly to blame for this. The fact that even the few educated physically disabled students are not meaningfully engaged or gainfully employed has served to demoralize not only the disabled but also their parent from taking them to school.

From the study the issues of insufficient inclusion has had serious effect on the learning of the physically disabled students. The effects include but not limited to absenteeism, missing of lessons, lateness to school, low self-esteem and sometimes physical harm to the physical disabled for example they fall on a slippery floor or when trying to climb a stair. Bottom line is that this affects their performance since they concentrate on personal survival as opposed to focusing on learning.

Acquisition of education and specifically quality secondary school education is key to social economic and even political development of any individual, the disabled included. The implications of disabled people missing out on quality secondary school education are dire. They include missing opportunities to enrol for a university degree or diplomas and missing on even basic clerical jobs. Additionally, they may not effectively participate in community dialogues and public affairs that may have serious implications in their personal lives and even survival. For instance they may not be active participants on issues such as HIV/AIDS, malaria and community development in general. Politically, they may not be that relevant. This is because according to the Constitution of Kenya 2010, post-primary education is a mandatory requirement for one to seek to be elected as a civic leader. In effect therefore, the exclusion of physically disabled students in Bondo district as the study reveals spells doom for them socially, economically and even politically.

5.3 Recommendations

1. The need for orientation of teachers in secondary schools is key if they have to serve the disabled and the non-disabled students equally. This should be prioritised and planned for throughout not only during teacher training but equally throughout in-service and all other career development programmes. Teachers must come to terms with the fact that physically disabled students will always be part and parcel of school phenomenon hence the need for them to acquire requisite skills and knowledge to handle the same.
2. The need for enabling environment for all students; disabled and non-disabled cannot be overemphasized, this includes but not limited to adaptation of the build environment, infrastructure and facilities in general. Government must provide the necessary resources to school administrators to enable them finance for vital resources such as ramps, adapted toilets and facilitate the construction of accessible infrastructure and facilities that meets the needs of all students including the physically disabled. It is recommended that no building plans in public schools should be approved for construction until it meets the basic accessibility/disability requirements. The ministry of education should enforce this as it is indeed part and parcel of the Persons with Disability Act 2003.
3. The need to create adequate awareness in issues of disability in schools is critical. This will enable disabled and non-disabled students and teachers to interact effectively and demystify disability. It is recommended that disability studies be incorporated in to the school curriculum to enable students to engage with disability from an early age. This will enable early appreciation of disability as part of human diversity.
4. From the study poverty and disability seems to impact on each other. It is therefore recommended that parents of physically disabled students be supported to be economically empowered so that they can pay for any levies required to keep the disabled students in school. This support will also enable them to acquire necessities such as mobility aides like wheel chairs and crutches for their children. Additionally, clear and targeted policies and programs that support education of the disabled should be embraced and prioritised. This could include subsidies and bursaries.

5. As a motivation measure, society should identify, involve and engage the physically disabled graduates in gainful employment and other community development activities as this will serve to encourage the physically disabled students to pursue education.
6. The need to review the current secondary school education curriculum to meet the needs of all students including those with physically disabilities. If we are to achieve the goal of education for all, there is need to have a flexible curriculum that embraces and responds to the needs of each and every student. This may call for a flexible curriculum that allows for specialisation according to ability and condition of the students like it was with old 7.4.2.3 system of education that allowed students to specialise in either humanities or sciences.

5.4 Areas for Further Research

The study recommends further research into the phenomenon where students with physical disability could still excel even under difficult circumstances.

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