

**TEACHERS' PERCEPTION OF TRANSITION PREPAREDNESS BY  
LEARNERS WITH PHYSICAL DISABILITIES TOWARDS  
EMPLOYMENT: JOYTOWN, JOYLAND AND MOMBASA  
SPECIAL SECONDARY SCHOOLS, KENYA**

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**DECLARATION**

I confirm that this research is my original work and that it has not in any other university been presented for award of a degree. It has been complemented by referenced studies duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works including the internet, the sources have been specifically accredited by referencing in accordance with anti-plagiarism regulations.

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**DEDICATION**

This work is dedicated to God Almighty for giving me physical strength, good health and intellectual ability to undertake this study. Sincere recognition to Mr. Mukiira Mbaya, my loving children Brenda Karimi and Brian Kirima who always encouraged me to soldier on even when things were tougher. To my late parents Moses Marete and Elizabeth Kairigo for their primordial inspiration and support in my education. To my brothers and sisters who encouraged in more ways than one, am invaluabley indebted to all.

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## TABLE OF CONTENTS

|   |          |
|---|----------|
| DECLARATION.....  | ii       |
| DEDICATION.....   | iii      |
| ACKNOWLEDGEMENT.....  | iv       |
| LIST OF TABLES.....   | x        |
| LIST OF FIGURES.....  | xii      |
| ABBREVIATIONS AND ACRONYMS.....                                   | xiii     |
| ABSTRACT.....   | xiv      |
| <b>CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY.....</b> | <b>1</b> |
| 1.1 Introduction.....   | 1        |
| 1.2 Background to the Study.....                                  | 1        |
| 1.3 Statement of the Problem.....                                 | 5        |
| 1.4 Purpose of the Study.....                                     | 6        |
| 1.5 Objectives of the Study.....                                  | 7        |
| 1.6 Research Questions.....                                       | 7        |
| 1.7 Assumptions.....  | 8        |
| 1.8 Limitation of the Study.....                                  | 9        |
| 1.9 Delimitations of the Study.....                               | 9        |
| 1.10 Significance of the Study.....                               | 9        |
| 1.11 Theoretical Framework.....                                   | 10       |
| 1.12 Conceptual Framework.....                                    | 13       |
| 1.13 Operational Definition of Key Terms.....                     | 17       |

|  |    |
|--|----|
| <b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b> .....   | 20 |
| 2.1 Introduction.....  | 20 |
| 2.2 Determinants of Teachers’ Perception on Transition Preparedness among<br>Physically Disabled Learners toward Employment..... | 20 |
| 2.3 Views of Teachers’ Competency of Transition Preparedness Towards Employment  | 24 |
| 2.4 Views of Learners with Physical Disabilities in Pre-Vocational Training Skills.....  | 28 |
| 2.5 Teachers' Opinion on Implementation of Special Needs Education Policies and<br>Regulation.....                               | 32 |
| 2.6 Challenges Faced by Learners with Physical Disabilities on Transition<br>Preparedness to Employment.....                     | 37 |
| 2.7 Summary and Gap Identification.....  | 43 |
| <b>CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY</b> .....  | 46 |
| 3.1 Introduction.....  | 46 |
| 3.2 Research Design.....   | 46 |
| 3.2.1 Variables.....   | 47 |
| 3.2.1.1 Independent Variables.....   | 47 |
| 3.2.1.2 Dependent Variable.....  | 47 |
| 3.3 Study Locale.....  | 47 |
| 3.4 Target Population.....   | 49 |
| 3.5 Sampling and Sample Size.....  | 50 |
| 3.5.1 Sampling Procedure.....  | 50 |
| 3.5.2 Sample Size.....   | 50 |
| 3.6 Research Instruments.....  | 51 |

|   |  |    |
|---|--|----|
| 3.6.1   | Questionnaires.....  | 51 |
| 3.6.2   | Interview Schedule.....  | 52 |
| 3.7   | Piloting.....  | 53 |
| 3.7.1   | Validity of Research Instruments.....  | 55 |
| 3.7.2   | Reliability.....   | 55 |
| 3.8   | Data Collection.....   | 56 |
| 3.8.1   | Logistical Considerations.....   | 56 |
| 3.8.2   | Ethical Considerations.....  | 56 |
| 3.8.3   | Actual Data Collection.....  | 57 |
| 3.9   | Data Analysis.....   | 57 |
| <b>CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION</b> |  |    |
| <b>AND DISCUSSION.....</b>                                    |  |    |
| 4.1   | Introduction.....  | 59 |
| 4.2   | Demographic Information of the Study Population.....   | 60 |
| 4.2.1   | Amount of Time Teachers Spent with Learners with Physical Disabilities<br>Influence Transition Preparedness to Employment..... | 67 |
| 4.2.2   | Teachers' Opinion on Individualized Education Program (IEP) Enhanced<br>their Perception.....                                  | 69 |
| 4.3   | Teachers Suggestions to Overcome Challenges.....   | 76 |
| 4.4   | Teachers Competency of Transition Preparedness by Learners with Physical<br>Disabilities towards Employment.....               | 79 |
| 4.4.1   | Teachers' Qualifications and Skills.....   | 79 |
| 4.4.2   | Methods Used by the Teachers.....  | 84 |

|   |            |
|---|------------|
| 4.4.3 Teachers' Gender Influence on their Teaching Methods Used on<br>Transition Preparedness to Employment.....  | 87         |
| 4.4.4 Teachers Amount of Contact Time Spent and Methods of Teaching<br>Learners with Physical Disabilities Predicted Employment Preparedness.....                         | 88         |
| 4.5 Learners with PD Views on Pre-vocational Skills Taught for Transition<br>Preparedness towards Employment.....   | 92         |
| 4.5.1 Correlation Analysis on the Influence of the Teachers' Competency and Pre-<br>Vocational Training.....  | 96         |
| 4.6 Establish Teachers Opinion on implementation of Special Needs Education<br>Policies and Regulations of Transition Preparedness towards Employment.....                | 98         |
| 4.6.1 Policies to Protect Education for Learners with Physical Disabilities Result<br>from the Interview with School Administrators.....                                  | 101        |
| 4.7 Challenges Faced by Learners with Physical Disabilities in Transition<br>Preparedness towards Employment.....   | 103        |
| 4.7.1 Choice of Career by the Learners with Physical Disability is Influenced<br>by Cognitive Ability and have Influence on Transition Preparedness to<br>Employment..... | 110        |
| 4.7.2 Learners Views on Teachers' Preparation on Content Delivery.....  | 116        |
| 4.7.3 Learners' Suggestion to Improve Transition.....   | 117        |
| 4.7.4 Interview-Guided Schedule for Administrators View on Enhancing<br>Transition Preparedness.....  | 121        |
| <b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.</b>   | <b>127</b> |
| 5.1 Introduction.....   | 127        |

|   |     |
|---|-----|
| 5.2 Summary of the Research Findings.....             | 127 |
| 5.3 Conclusion.....                                   | 131 |
| 5.4 Suggestion for Further Research.....              | 132 |
| 5.5 Recommendations.....                              | 133 |
| REFERENCES.....                                       | 135 |
| Appendix I: Questionnaire for Learners.....           | 145 |
| Appendix II: Questionnaire for Teachers.....          | 148 |
| Appendix III: Interview Guide for Administrators..... | 152 |
| Appendix IV: Research Authorization Letter.....       | 154 |
| Appendix V: Research Permit.....                      | 157 |

## LIST OF TABLES

|   |    |
|---|----|
| Table 3.1: Target Population.....   | 49 |
| Table 3.2: Target and sample population.....  | 51 |
| Table 4.1: Learners with PD, teachers’ and administrators demographic information....   | 60 |
| Table 4.2: Categories of learners with physical disabilities.....   | 63 |
| Table 4.3: A correlation matrix of teachers’ activities and skills.....   | 65 |
| Table 4.4: Preparation of Individualized Educational Program by the Teachers.....   | 69 |
| Table 4.5: Cross tabulation table showing teachers’ duration in teaching learners with<br>PD and the teachers’ opinion on IEP enhancing learners to achieve<br>transitional skills.....         | 72 |
| Table 4.6: Teachers’ perception of transition preparedness by learners with physical<br>disabilities towards employment.....  | 74 |
| Table 4.7: Teachers’ Opinion on teaching learners with Physical Disabilities in<br>Special Schools.....   | 83 |
| Table 4.8: Teaching methods.....  | 84 |
| Table 4.9: Correlation matrix between duration time and teaching methods used by<br>teachers.....   | 88 |
| Table 4.10: Teachers’ perception on transition preparedness towards employment of<br>learners with physical disabilities were influenced by availability of teaching<br>learning resources..... | 91 |
| Table 4.11: Correlation matrix table for the influence of the teachers’ competency and<br>Pre-vocational training skills.....   | 96 |

|  |     |
|--|-----|
| Table 4.12: Learners opinion on the government policies and regulations enabling them to be absorbed in labor market.....                        | 100 |
| Table 4.13: Access school premise.....   | 104 |
| Table 4.14: Completion of Task.....  | 105 |
| Table 4.15: Cross-tabulation showing learners' ability to read helping them to apply for appropriate jobs with the categories of disability..... | 109 |
| Table 4.16: Learners limitation of career choice after school due to their disability.....   | 110 |
| Table 4.17: Learners with physical disabilities self-evaluation on ability.....  | 111 |
| Table 4.18: Correlation Matrix showing learners perception of their ability and transition to employability.....                                 | 113 |

## LIST OF FIGURES

|   |     |
|---|-----|
| Figure 1.1: Conceptual framework on perception of teachers' perceptions on<br>preparation to employment among physically disabled learners..... | 13  |
| Figure 4.1: Professional qualifications of teachers.....  | 62  |
| Figure 4.2: Amount of Time Teachers Spent with Learners with Physical Disabilities...67   | 67  |
| Figure 4.3: Teachers use of IEP for learners with physical disabilities.....  | 71  |
| Figure 4.4: Parents Involvement.....  | 75  |
| Figure 4.5: Trained and untrained teachers in the area of Special Needs Education.....  | 79  |
| Figure 4.6: Teachers academic qualification.....  | 81  |
| Figure 4.7: Pre-vocational skills learnt by learners with physical disabilities.....  | 92  |
| Figure 4.8: Teachers train learners with physical disabilities pre-vocational activities... 94  | 94  |
| Figure 4.9: Teachers opinion on policies and regulations.....   | 99  |
| Figure 4.10: Social barriers.....   | 103 |
| Figure 4.11: Functional skills for learners with PD.....  | 107 |
| Figure 4.12: Cognitive level of Reading.....  | 108 |
| Figure 4.13: Learners with Physical Disabilities Opinion on Policy and Legislations...114   | 114 |
| Figure 4.14: Learners views on skill delivery by the teachers.....  | 116 |

**ABBREVIATIONS AND ACRONYMS**

|         |   |
|---------|---|
| ADA:    | Americans with Disabilities Act                                 |
| CAQDAS: | Computer Assisted Qualitative Data Analysis System              |
| CERI:   | Centre for Education and Research Innovation                    |
| CRPD:   | Convention Rights for Persons with Disabilities                 |
| CRS:    | Community Rehabilitation Services                               |
| DAC:    | Disability Advisory Council                                     |
| DDAs:   | Disability Discrimination Acts                                  |
| GoK:    | Government of Kenya   |
| IDEA:   | Individuals with Disabilities Education Act                     |
| ILO:    | International Labor Organization                                |
| ITP:    | Individualized Transition Plan                                  |
| IYDP:   | International Year for Disabled Persons                         |
| KICD:   | Kenya Institute of Curriculum Development                       |
| LWPD:   | Learners with Physical Disabilities                             |
| ODEP:   | Office of Disability Employment Policy                          |
| OECD:   | Office for Economic Co-operation and Development                |
| PWDs:   | Persons with Disabilities                                       |
| UN:     | United Nations  |
| UNESCO: | United Nations Educational and Scientific Cultural Organization |
| WHO:    | World Health Organization                                       |
| WIA:    | Workforce Investment Act  |

## ABSTRACT

The study examined factors influencing teachers' perception on transition preparedness for learners with physical disabilities (PD) towards employment: Joytown, Joyland and Mombasa Special Secondary Schools for physically handicapped in Kenya. The study was carried out in Joytown Secondary School in Thika West, Kiambu County, and Mombasa Secondary in Mombasa County and Joyland Secondary School in Kisumu County. Descriptive survey research design was used to establish teachers' competency, learners with PD views on pre-vocational activities, teachers' opinion on policies and legislations implemented for persons with disabilities and challenges learners with PD encountered. The study adopted both quantitative and qualitative research designs where mixed method was employed in data collection and analysis. Purposive sampling was used to select the three physically handicapped Special Secondary Schools, which were the earliest to be established by missionaries in Kenya. The piloting of the instruments was conducted in Joytown special school to form three learners and all teachers teaching form one and form three who were not included in the main study. The researcher targeted 540 teachers, 30 administrators and 830 learners with physical disabilities in which 10 percent was drawn to give sample size of 54 teachers, 83 learners with physical disabilities and 3 administrators from the three selected schools. The administrators were interviewed while the teachers and learners filled the questionnaires. Self-efficacy theory is a concept derived from theories of social learning developed by Albert Bandura, which was used to interpret dynamics for teachers' perception in relation to preparedness of learners. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) and results presented using tables, frequencies, and percentages while Computer Assisted Qualitative Data Analysis System (CAQDAS) was used to analyze interview schedule, correlated of the results using Pearson Product Moment Correlation Coefficient formula ( $r$ ) of 0.8 was considered appropriate judgment of the reliability of the research tools. The importance of this study, prompted the teachers in special schools to develop positive perception in learners transition preparedness towards employment, improved teaching strategies, the importance of learning resources and pre-vocational activities, and established solutions to the problems learners with PD encountered. The researcher recommended that Teacher Service Commission (TSC) advise Kenya Institute of Curriculum Development (KICD) to revise curricula for learners with special needs education. They include: lesson time allocation, mode of assessment and subject matter to include activities of transition, propagation of job evaluation and matching skills to actively ensure empowerment of learner's abilities in planning for post-secondary goals achievement such as gainful employment which has a futuristic relevance, widens the scope of individual economic activities, and reduces the burden of dependency on others.

## **CHAPTER ONE**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 Introduction**

Chapter one outlines the study background, problem statement, purpose and objectives of this study. The chapter also presents the research questions, significance, scope, limitations and assumptions of the study. Theoretical framework and conceptual framework are also presented. Lastly, key terms are operationally defined.

#### **1.2 Background to the Study**

Nearly 6.5 million learners with disabilities, be they of a physical nature or otherwise, are attended to by special education trained teachers who are sometimes not prepared to use transition competency, such as skills to train learners in pre-vocational activities to facilitate successful transition planning that may lead to sustainable employment after post-secondary education(National Centre for Education Statistics, 2010).

Factors such as ill preparedness of teacher training and their perception, many learners with PD are leaving secondary schools without accessing competitive employment, functional independence or dependable prospects for social engagements. A study carried out by Curry & Jones (2014) in Mississippi Delta (USA) revealed that some trained teachers personal training does not address specific skills and knowledge needed for teaching such as supervision of paraprofessional.

Persons with physical disabilities (PLWD) often use assistive devices (ADs) like artificial limbs, crutches, canes and wheelchairs for enhancing movement hence contributing to self-independence. In schools, these learners have to make use of their gross and fine motors to enhance their day-to-day activities such as toileting, writing, grooming or dressing. Those with severe physical disabilities or secondary disabilities such as cognitive and communication difficulties, or cannot perform any activities on their own, have difficulties in accessing education, healthcare employment or rehabilitation services and have to depend on others for assistance (African Union of the Blind, 2007).

It is estimated that globally, around 200 million young people live with some sort of disabilities; such as emotional and behavioral difficulties, physical difficulties, sensory impairment such as hearing, visually and deaf-blind, cognitive difficulties such as mental retardation, learning disabilities gifted and talented, autism among others (Groce,2004; UN, 2010). Throughout human history, individuals with disabilities specifically those with physical disabilities have struggled to live full and productive lives as independently as possible in societies abound with stigma, discrimination, attitudinal and environmental barriers. Due to their conditions and the accompanying physical barriers these children with physical disabilities have difficulties in accessing restricted environment especially buildings with stairs and trenches. More often than not, due to social and psychological factors opportunities in education, employment are limited and more so, participation in communal life denied having been considered poorest and marginalized people in the World (Parnes 2009; UN, 2010). When learners with physical disabilities are well prepared their chance to get employment is aggravated hence enhancing feelings of pride,

self- confidence, social security and independence. Inclusion into the workforce of workers with various skills and talents improves their lives and the general society (U.S. Commission on Civil Rights, 2000).

World Health Organization (WHO, 2011) revealed that in Ghana people's traditional and cultural beliefs engender negative attitude, discrimination and stigmatization, which have effects on persons with physical disabilities. For instance, a child born with cerebral palsy condition would be seen as a curse giving ambivalent reaction toward the child and the family at large leading to exclusion in the community (Avoke; 2002; Naomi, 2012). Commonly, it is believed that impairment makes PLWD unable to fend for them, which makes transition to employment very difficult even after completing secondary education (Kassah, 2000).

The Government of Kenya has made deliberate efforts towards creating conducive environment for various stakeholders to help them to include issues of disability issues policies and government programs (GoK, 2003). The PWD Act, No.14 (2003) covers rights of PLWD and the idea of equality in opportunities in areas such as those of employment. The Act provides a solid enough framework, save for some weakness for ensuring accessibility and the inclusion of PWDs in all facets of life. It prohibits discrimination in employment, education and health amongst other core areas of life as a method for accomplishing the equality of opportunities. Towards this end, the Ministry of Education adopted an integration policy for schools, which enables children with physical and mental disabilities, emotional, learning difficulties etcetera be placed in regular

learning institutions. These forces also serve as the driving force behind the transition focus on independent living and employment for learners with physical disabilities.

Preparation for transition by teachers for post-secondary education include the learning those of pre- vocational skills necessary to cope with academic and social challenges. Just because a learner with physical disabilities and other health impairment are academically capable of going to college, assumption for not preparation to transit to employment is not needed (Kochar-Bryant, Basset & Webb, 2009, Shaw, Madaus & Duke, 2010). It is the responsibility of special needs teachers to co-ordinate the transition plan, guide the learners and outside agencies to work towards attaining the transition goals of attaining employment after school. The position of a special education teacher is a difficult one because they face many challenges as they work to implement learner's transition plans using available and sometimes, scarce resources and a restricted curriculum used for all learners in school. Without proper planning and preparation, a learner may become overwhelmed and have trouble adapting to unfamiliar settings especially at the workplace (Hughes, 2009).

It is important for teachers train not only on what to teach but also the methods that are appropriate to learners with physical disabilities. The questions of what barriers keep teachers from utilizing their professional transition competences remain unanswered (Cob & Alwel, 2009). The persistent dismal outcome of learners with physical disabilities acquiring transition skills towards employment after post- secondary may be attributed to numerous factors such as teacher's self-efficacy and, perception (Bandura, 2000;

Blanchett, 2001; Sinclair, Christenson & Thurlow, 2005). It is against this background that prompted the researcher to investigate teachers' perception on transition preparedness of learners with physical disabilities on transition to employment.

### **1.3 Statement of the Problem**

The perception of teachers' preparedness to undertake learning of learners with physical disabilities compared with perception of preparedness to prefer such instructions have implication on how expertise is developed through special education. Leko, Brownell, Sindelar & Murphy (2000) noted that a mark of expertise in special education is a well-integrated knowledge base, which may take up to ten years. Preparing learners with special needs education for the workforce is an important role for school administrators and teachers to help learners with disabilities for the world of work in a number of ways. Teachers should possess knowledge on career development and the general objectives of the career existing in transition preparedness.

Educational strategies and skills that are largely considered prerequisites to gaining access to learners needs should be designed through policy results-orientated processes that are geared to improvement of academic and functional attainment in learners with physical disabilities (Lloyd, 2005, ILO, 2010). UNESCO, ILO and the European Commission stress the need of basic education in leading to employment for all learners with or without disabilities. Individual Disability Education Act (IDEA, 2004) enacted in Kenya requires schools to assist learners to design "transition plans" and provide job training for their lives after graduation. An amendment of IDEA was not only allow

learners with disabilities to access free education and ensure they are ready for employment and has independent life. Getting prepared involves delivery of activities that allow learners to get involved in education in other levels and prepare them for life in real life.

A survey done in Kenya (2016 – 17) on needs education (SNE) and disabled children revealed that children with physical disabilities comprise three percent of country's total population out of this a significant number was in schools however, the rate of drop-out from school remained high because of insufficient support in the majority of schools. The Kenya Institute of Special Education (KISE) in conjunction with the Education ministry noted that the system of education in Kenya was not well equipped to support earners with special needs. Further, they revealed glaring inadequacy of teacher trained to handle special education learners. And it is this inadequacy that prompted researcher's concern to examine teachers' perception on transition preparedness of learners with physical disabilities, towards employment in the three selected special secondary schools for physically disabled learners in Kenya.

#### **1.4 Purpose of the Study**

This study sought to examine teachers' perception of transition preparedness by learners with physical disabilities towards employment: Joytown, Joyland and Mombasa Special Schools, Kenya.

### **1.5 Objectives of the Study**

- i) Identify factors affecting teachers' perception of transition preparedness by learners with physical disabilities towards employment.
- ii) Find out the views of teachers' competency on transition preparedness for learners with physical disabilities towards employment.
- iii) Identify views of learners with physical disabilities on pre-vocational training skills offered in selected special Schools.
- iv) Establish teachers' opinion on implementation of Special Needs Education policies and regulations on transition preparedness by learners with PD towards employment.
- v) Explore challenges faced by learners with physical disabilities in transition preparedness to employment.

### **1.6 Research Questions**

- i) What factors affect teachers' perceptions of transition preparedness towards employment by learners with physical disabilities?
- ii) What are teachers' views on competency of transition preparedness towards employment by learners with physical disabilities?
- iii) What are views of learners with PD on pre-vocational training skills offered to facilitate transition preparedness towards employment?

- iv) What are teachers' opinions on implementation of SNE policies and regulations to enhance transition preparedness by learners with physical disabilities towards employment?
- v) What challenges do learners with physical disabilities face in transition preparedness towards employment?

### **1.7 Assumptions**

- i) Teachers trained in special needs education have understanding of applying differentiation methods in teaching to confidently prepare learners with physical disabilities transition needs to employment.
- ii) Teachers' competency is enhanced by teachers' academic qualifications, knowledge and skill on preparation including teaching strategies, modified teaching and learning materials and resources enhance transition preparedness to employment of learners with physical disabilities.
- iii) Pre-vocational training skills offered to learners with physical disabilities will empower them economically.
- iv) The teachers who have worked for long in special schools are more experienced and have positive perception when preparing learners with physical disabilities towards employment.
- v) Transition preparedness towards employment applies to all learners with and without physical disabilities in the three schools the subject of this study.

### **1.8 Limitation of the Study**

Time was a limitation since the researcher did not complete the study according to University stipulated time of five years due to workload in her working station. Further, there were scanty reference materials or books on teachers' perception and transition preparedness for learners with physical disabilities towards employment.

### **1.9 Delimitations of the Study**

This study was restricted to Joy Town, Joyland and Mombasa Special Secondary schools for learners with physical disabilities, both boys and girls were involved in the study. These schools were selected largely because they have high number of physically disabled learners and were the earliest schools for physically disabled learners in Kenya not by the government of the day, but by Christian missionaries.

### **1.10 Significance of the Study**

It was envisaged that the recommendations from the study may help to improve the training of teachers to enhance competency when teaching learners with physical disabilities. Data and findings of this study may trigger provision of job opportunities for persons with physical disabilities in Kiambu, Kisumu and Mombasa Counties and elsewhere in Kenya. In addition, it may identify relevant courses appropriate for persons with physical disabilities to be offered to enable them compete in the wide job market.

Teachers' perception on the effectiveness of particular practices relating to transitional planning and programming may reveal challenges faced by schools with learners with

physical disabilities. Policy-makers may be guided by the findings of this research to initiate legislation on job quota and establish policy on supported employment which will favor persons with disabilities to have wide employment opportunities in employment sectors and to be provided with job training transition support and placement services.

Finally, it is hoped that the curriculum developers will implement curricula suitable for persons with disabilities to be included in education policy to be used in educating learners with physical disabilities thereby enabling them compete with other learners when seeking employment.

### **1.11 Theoretical Framework**

#### **Self- Efficacy Theory**

Self-efficacy concept is associated with theories of social learning developed by Albert Bandura. These ideas associated with values, professional functioning, goals, actions, and loyalty of the persons performing a task (Bandura 1986, Pinguart, Juang & Silberesian, 2003). The broad idea of self-efficacy is premised on interactions with the setting and assisting person to manage and achieve his/her skills effectively through mere observation (Bandura, 1997, Knoll, Rieckmann & Schwarzer, 2005).

In this study self-efficacy theory is premised on perceived teachers opinions about their abilities to provide selected levels of achievement that exercise effect over events that affect the lives of learners with physical disabilities. It concerns itself with how people think, feel, behave and motivate themselves. Such opinions produce varied effects

through 4 main processes; motivational, affective, cognitive and selection. Teachers' beliefs about their self-efficacy on transition preparedness to employment for learners with physical disabilities can be developed through four main sources of influence, namely, mastery, experiences, success levels and robust beliefs in one's personal efficacy.

Teacher's self-efficacy has been known to improve during teacher training (Holy & Spero, 2005). The school years are a crucial time in modeling a child's life. Schools function as primary areas for the cultivation of social and cognitive competencies. Sources of efficacy in the school include formal instruction, instructor's interpretation of successes and failures, peer modeling and personal comparisons with peers. Influence from peers either uplift or depress learner's feelings of confidence and judgment of personal capabilities, encouragement from parents, teachers and peers whom learners trust boost their confidence. Emotional reactions can heighten or diminish confidence; feelings of stress, tension and depressed mood have physical and psychological effects that negatively affect performance (Bandura 1997, Schunk & Pajares, 2009). Bandura (1997) posited that there were many ways to raise self-efficacy: such as by complete experience in implementation of hard tasks, behavioral model study, oral persuasion and increased levels of physical and mental alertness.

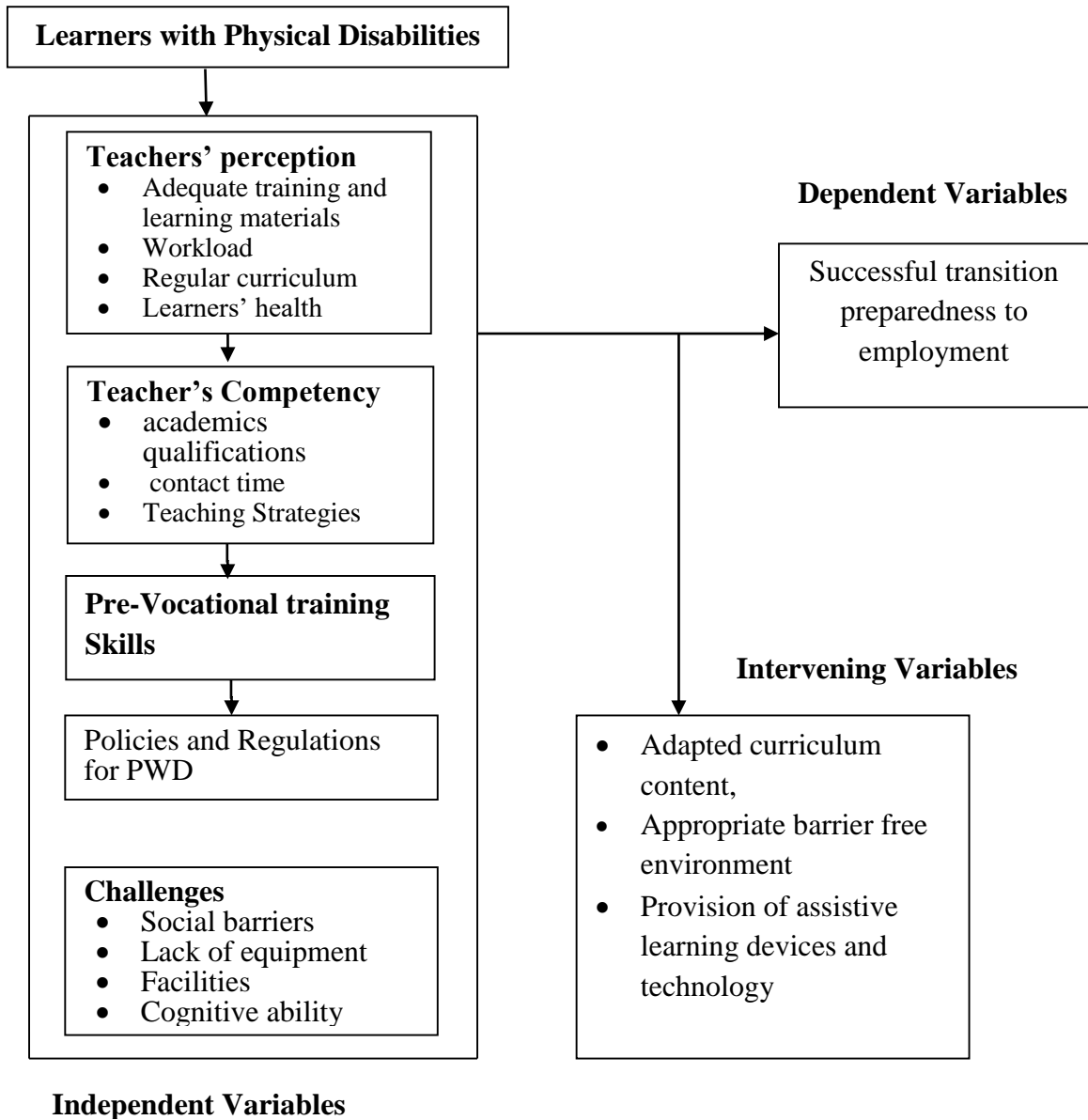
Bandura (1990) also tackles the beliefs in mobilization of capacity, cognitive resources motivation and actions, which are required for control of the demands of the tasks. Teachers' feelings of preparedness may influence their ability to perform teaching tasks.

Gilbson & Dembo (1984) tabled self- efficacy in the light of academic work and categorized the opinion of teachers' self-efficacy as "general self-efficacy of teachers into beliefs that generate changes". The 2ndthought is "personal self-efficacy that a teacher can generate and use it to bring difference in the studies. A major task for a teacher here is to push the achievement of learners especially those considered to lack motivation or problematic.

The self-efficacy theory assumes that if special education teachers believe that they can make a difference in the lives of learners with physical disabilities they will plan and implement transition services in ways that demonstrate those beliefs. The teachers' beliefs about capability are a strong predicator of teachers' effectiveness. Those with stronger self-efficacy beliefs tend to improve learners transition outcome more. The idea that special education learners should think about life after school became nascent in the 1960's when-work study programs and concept of normalization began to take shapes (Ecks & Ochoa, 2005; Lupperts et al., 2008; Myklebust & Baterick, 2005).

Teachers' competency is influenced by multiple factors such as the amount of effort invested in classroom activities and learning resources, environmental factors, the use of goal setting especially short and long-term objectives. Further, learners career aspiration, use of planning and organization, exposure to new ideas, persistence in the face of confidence they have in the abilities to learn new skills which improve future performance (Ischanner-Moran & Hoy, 2007).

### 1.12 Conceptual Framework



**Figure 1.1: Conceptual framework on perception of teachers' preparedness among learners with physical disabilities towards employment.**

**Source: Adopted from self-efficacy theory**

The study adopted a conceptual framework developed from self-efficacy theory. It emphasizes how teachers were able to use their capabilities in class in terms of teaching methods, teaching resources, adapting curriculum content, training learners pre-vocational activities that determined their preparedness for learners with physical disabilities transition to employment.

A teacher who trained in special education needed to develop self-efficacy that enhanced ability, knowledge and competence to enable him or her to have positive perception when preparing learners transition towards employment after secondary education. The competence of teachers boosts learners' positive attitude towards work hence perceptions on self-worth, with maximum of psychomotor, physical, language and cognitive development. Apart from academic achievements, learners with physical disabilities needed to be equipped with gross and fine motor skills in such a way that may acquire self-employment if one does not qualify to join higher learning institutions.

The self-efficacy theory calls for trained special education teachers to be competent during normal and application pedagogy skills because they are handling learners with physical disabilities as opposed to other learners without disabilities. The content and instructional methods used by teachers in the classroom have to be designed and adapted to meet the individualized education needs of the learners with physical disabilities and other health impairment in order to achieve the desired results, which include employability, self-esteem and self-independence during and after school.

The conceptual framework was based on self-efficacy theory. It asserts how overt competency of teachers and administrators affects the behavior of learners with physical disabilities as from their own perceptions as determined by their feelings, emotions, environmental factors and competency in teaching. There was correlation among the independent, dependent and intervening variables.

The independent variables include teachers' perception, which could be negative or positive, teachers' competency comprises their basic academic qualifications and teaching methods, pre-vocational training skills acquired by learners with PD, policies and regulations governing education and challenges within the school. The perception of teachers and administrators on transition preparedness towards employment by learners with physical disabilities contributed a lot and determined the functioning of learners with physical disabilities hence acquiring knowledge and skills, gross and motor training skills, self-esteem and social abilities, which would help them to access any jobs of their choice.

Dependent variables are of benefit to transition to employability of learners with physical disabilities and other health impairment after school. This is because after secondary school education some of the learners with physical disabilities do not proceed to institutions of higher learning. This could be achieved if the perceptions of teachers and administrators were positive towards learners with physical disabilities and enhanced transition preparedness. Perceptions of teachers towards learners depended on how they imparted knowledge and skills to learners with physical disabilities.

Kelly (2001) emphasized that an essential characteristic of best practice teaching is ability to understand how to create curricula and deliver instructions that differentiated for a wide range and learning styles for learners with physical disabilities and other health impairments. It is important to emphasize that the learners with PD need to be taught guidance and counseling which can boost self-esteem. When teachers use appropriate teaching methods and strategies to suit learners with physical disabilities and other health disabilities, these learners gain confidence when they go out to seek for employment later in life.

Moreover, through mobility training, vocational training skills and academic achievement transition preparedness to employment is enhanced easily. The intervening variables include appropriate infrastructure, which is barrier free to increase mobility, provision of assistive learning devices and technology and adapted curriculum for learners with physical disabilities.

### 1.13 Operational Definition of Key Terms

**Accessibility:** For the purposes of this study accessibility is best defined as the provision of flexibility to accommodate each user's needs and preferences, when used with reference to persons with disabilities, any place space, item and services whether physical or virtual that is easily approached, reached, exited with, understood or otherwise by PWDs is determined by accessibility

**Competency:** It refers to knowledge, attitude, skills and self-perception or the products that come by mixing these behaviors and resulting inconsistent pattern of behavior leading to the attainment of expected outcomes

**Disability:** Restricted in mental, psychological or physical being.

**Independent living Skills:** Are the skills that a person needs to live independently daily. They include self-care such as eating, dressing, bathing, toileting and grooming.

**Individualized Education Plan (IEP):** An IEP is a plan for learners with physical disabilities that provide information on the individuals learners and outlines how the problem will be addressed (Slavin, 2006)

**Individual Transition Plan:** This is a plan designed to clearly define learners' post-secondary goals by addressing their strength, needs and interests in order to develop an appropriate curricular plan and community-based instruction necessary to meet the outlined post-secondary goals such as employment.

**Least Restrictive Environment:** LRE is an environment where learners with physical disabilities are educated alongside other learners without disabilities to the maximum extent possible.

**Perception:** Opinion or feeling of the teachers on transition preparedness by learners

**Physical Disabilities:** Physically restricted in a way that limits movements, seating, standing or other psychomotor skills.

**Preparedness:** According to this study, preparedness refers to a state of readiness, being fit, qualified and competent. In this study, it referred to how teachers are ready or qualified in relations to skills, knowledge and competent in relation to learners with physical disabilities transition preparedness towards employment.

**Self-efficacy:** This is a belief and sense of judgment that people have in relation to their capabilities in executing causes of action required to attain certain performance (Bandura, 1989)

**Special Education Teacher:** A special education teacher adapts the general education to meet the needs of learners with disabilities and monitor their progress (Eccleston, 20s10)

**Support Services:** systems, infrastructure and services advanced to physically disabled learners in order to make their environment enabling.

**Transition Services:** Refer to coordinated set of activities for a child with a disability based on the individual child's strengths.

**Transition:** IDEA (2004) defines transition as a result- oriented process that focuses on academic achievement as well as functional activities and includes the requirement for measurement of post- secondary goals that encompass training, education, employment and independent living skills. Also requires that the IEP specify the services needed to assist the young persons in reaching her or his transition goals (NCD, 2008b)

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter examines factors faced by teachers in transition preparedness to employment among learners with physical disabilities; teachers' competency of transition preparedness, identify views of learners with PD on pre-vocational activities taught, establish teachers opinion on implementation of policies and regulations on employment of PWDs and the challenges that physically disabled learners face in transition preparedness towards employment.

#### **2.2 Determinants of Teachers' Perception on Transition Preparedness among Physically Disabled Learners toward Employment**

Growing responsibilities among secondary special schoolteachers include provision of instruction in academic, vocational and functional education. These responsibilities also spans to advocacy for learners with disabilities especially those with physical disabilities depending on the particular disability an individual has. These include educational planning; implementing instructional and transitional evaluation; determination of appropriate housing and adjustments; and facilitation of students' attainment of Individualized Education Programs (IEP) (Li, Basselts and Hutchinson, 2009). Even though the role of teachers in special education is wider, they do not have extra time for the work (Creathouse & Shaughnessy, 2010).

Individualized Disability Education Act (2004) advocated that every special trained teacher must develop an IEP for each learner with SNE. An IEP developed to enhance child's right to personalized and suitable education for learners with physical disabilities. It stipulates the services to be given to learners and its frequency. It is during IEP meetings, transition services are discussed hence Individualized Transition Plan (ITP) is developed as an important factors in learner's achievement of transitional goals to enhance transition skills towards employment. Transition plans for learners with physical disabilities and other disabilities would not be successful without involving family members and community as partners (Timmons, Butter worth, Whitney Thomas, Allen & MCI Ntyre, 2014).

Non-school interventions and organizations get involved in the execution of the transitional plan outside providers for health care services, carrier reintegration and professional training all potentially involved within a transition plan (Turnbull, Wehmeyer & Park, 2003). Studies carried out in Kenya and elsewhere established that teachers and administrators in special schools got it hard to include parents in their children's education. Due to some reasons such home-school distance and lack of interest from some parents in their children's education or just a consideration of inability among the learners by their parents.

In the United States of America, being employed has important fiscal, psychological, societal and even spiritual benefits, since work leads to financial independence. Over the years, studies have found a relationship between teacher's preparation, death or leave of

service, employment, retention, and challenges to adverse issues such as increased workload, less partnership between special and general education, inadequate time to finish required curriculum among many others (Billingley, 2003). The above setbacks mentioned contributed negatively to learners with physical disabilities preparedness to work independently after secondary education.

Further, a study by Subban and Sharma (2005) in the USA found that inadequate training of teachers regarding exhibit negative perception towards learners with physical disabilities on transition preparedness to employment. Kurt (2003) noted that in the USA teachers' perception was aggravated by school factors, which indicated that bad outcomes in life continue to occur among learners with physical disabilities notwithstanding many years of research that has led to a body of evidence relating to practices associated to transition (Wagner, Newman, Cameto, Garza and Levine, 2005).

A study done by UNICEF in Rwanda found out that teachers who took part in training in special needs education thought that the training was insufficient and was irrelevance to instruction of SNE learners including physically disabled learners. In addition, such teachers thought that there were insufficient materials to share with other teachers. They observed that much of the training content focused on the nature and cause of different disabilities rather than on teaching methodologies, giving a child with special needs a preferential position to seat near the front of the class was only learnt.

The global initiative on out of schoolchildren (2015) reported that even though children with disabilities were able to access schools, they were particularly disadvantaged by teaching methods and curricula that were not fully inclusive and examinations that were not flexible. A joint research commissioned by the UNICEF and the Ministry of Education (MINEDUC) in Rwanda (2015) established that teachers in an inclusive setting had difficulties in ensuring the participation of learners with special needs education including learners with physical disability as they have large classes and many felt more teachers training is required. Teachers also felt that in an inclusive classroom they could not apply differentiation methods in teaching or learning outcomes since they had no knowledge or skills to handle learners with disabilities.

In conclusion, Individualized Disability Education Act (2004) advocated that every special trained teacher must develop an individualized education program for each learner with special needs education. An IEP is designed to enhance child's entitlement to individualized and appropriate education for learners with disabilities. It specifies the services to be provided and how often and during IEP meeting transitional services are discussed resulting in Individualized Transition Plan (ITP), this is an important factor to learner's achievement of transitional goals. Transition plans for learners with physical disabilities and other disabilities would not be successful without involving family members and community as partners (Timmons, Butter worth, Whitney Thomas, Allen & MCI Ntyre, 2014).

Kingori during his research in Laikipia County in Kenya noted that teachers' preparedness in identification of cerebral palsy among learners in special schools concluded they lacked effective skills in handling learners with cerebral palsy. There was a number of specialized experienced activities carried by them and their training competencies were limited. The study further concluded that these teachers felt frustrated, their efforts were not fruitful, and they always complain of understaffing. This left a big fraction of learners who need special learning strategies from these teachers unattended.

Teachers should be prepared to provide transition-training skills which ensures that learners with physical disabilities have the pre-vocational skills, to help them gain meaningful competitive employment in post-school life. Pre-vocational training skill would be dictated by the needs of individual learner as well as the type of disability the child has.

### **2.3 Views of Teachers' Competency of Transition Preparedness Towards Employment**

"Transition is an ongoing process of planning, implementing, evaluating and balancing the details of parents' lives vis-à-vis those of children in the quest to achieve an integrated quality of life for the entire family". Transitional planning includes pre-vocational training, replacement of any limbs with artificial ones, mobility training, physical therapy, and occupational therapy. (Ankeny, Wilkins & Spain, 2009: 28).

Perhaps the most dependable people in the process of transition are teachers, their duty to organize the transition plan, guide learners and the external agencies to work in unity towards attainment of planned transition goals. Teachers face challenges in their work of implementing plans of learners' transition using available and sometimes, scarce resources and a restricted curriculum used for all learners in school. As a result, transition outcome of learners with physical disabilities is influenced by negative self-perception of special education teachers' capacity to plan and deliver transition services effectively.

The majority of these learners with physical disabilities experience hardships because of widespread socio-cultural and economic prejudices, stigmatization and frequent abuse and violence, both of a physical or psychological nature. A study carried out in the United States by Curry and Jones (2014), on implementing transitional activities, showed that teachers lamented that programs of personnel training were not dealing with specific skills and knowledge necessary in teaching.

A research done by Heller, Dykes, Best and Cohen (1999) in the United States of America found that a 40% of teachers in special education were not prepared to teach physically disabled children. They lacked necessary skills and knowledge on competencies required to educate physically disabled children. Further, the government of the USA required that teachers for physically handicapped schools have definite skills and knowledge. The teacher must be ready to adjust the curriculum to take care of the individual characteristics of learners, use the knowledge of infirmity conditions to

outcomes of education which will enhance employability of these learners with PD (Best, Heller & Bigge; 2005, Council of Exceptional Children, 2003).

In Ireland a study done by Farral and O'Neil (2011) interviewed learning support teachers in Irish mainstream secondary schools and they established that all of the participants expressed concerns regarding the ability of subject teachers who cater for learners with SNE in terms of the differentiation of materials, learning resources and contact hours. They noted that there was need for mandatory training for all teachers to improve competency levels when dealing with learners with disabilities. Winter, (2006) carried out a researcher in Northern Ireland amongst 203 trainee teachers with regard to the effectiveness of their professional training in preparing learners with special needs in an inclusive classroom setting. Results of the study showed that 89 per cent of the teachers' responses did not feel that their professional training had adequately prepared them to teach learners with any type of disability in an inclusive, be it of physical, cognitive, emotion or hearing impairment.

In Botswana the teaching of learners with disabilities especially in an inclusive classroom has not been found successful largely due to the shortage of specialized educators and lack of teachers' preparation colleges (Chitiyo & Chitiyo, 2007). One issue that Botswana is still grappling with is making curricula accessible to all children, with and without disabilities. The majority of teachers are not trained in special needs education to meet learners needs consequently, they are unable to tailor the curriculum to meet the diverse needs of children in a general education setting (Abosi, Chitiyo & Chitiyo; Matala, 2000).

School facilities, resources, buildings and the teacher's qualification influence young people's educational experience and personal development. Children with disabilities and young people generally face greater difficulties in attending and completing school and have lower levels of education than non-disabled peers (Filmer, 2008).

According to Charlotte (2014) who carried out a study in Peninsula Malaysia noted that the students in learning institutions are influenced by quality of teaching, yet most schools still cannot explain what constitutes good teaching. In the absence of a clear definition of teaching shortcomings, problems will arise because teachers do not know what is expected of them and how to improve their practices in the classroom and this can harm the results of learners' achievements. This study also identified five domains in teachers' competencies namely: preparation, classroom environment, communication during teaching and professional development of a teacher.

A study by Otube (2011) reiterated that physical therapies were quite helpful, in training learners with physical disabilities particularly ataxic cerebral palsy to learn better ways in mobility. A teacher trained in general methodology may not achieve this since it requires a lot of technical professional preparedness. Going by the research of Otube (2011) there were around 250,000 teachers population in Kenya, with only 5% of total population of teachers trained on special needs education, equating to only 12,500 teachers. Only 8% of these special needs teachers have specialized in areas of physical handicap including cerebral palsy, which represents 1000 of the total population. Contrast this with the Ministry of Education (2009) recommended ratio of teacher to pupil 1:10 so that they can

cater for these learners with special education needs adequately and effectively. Special education teachers need to be better prepared in realms of technical expertise and pedagogical knowledge and other important forms of knowledge, which will prepare them as true advocates of special needs education.

Kenya National Survey of PWD (2008) reported that 30% PWDs in the country are physically disabled and needed a secure employment equally like people without disabilities. The need for highly qualified teachers in our schools is not negotiable. Therefore, the Ministry of education, institutions of higher learning and schools around the country are struggling to set criteria that designate educators as highly qualified.

There are many learning institutions and colleges, which offer special needs education to teachers and at the same time, trained in planning and delivering transitional services. Blarchett, et al., 2005, Wehmeyer (2003) and Morningstar and Clark (2003) revealed that teachers of special education needed basic transitional competency and information spanning beyond the capabilities that many secondary school special education professionals acquired in their undergraduate studies. Questions linger as to whether lack of self- efficacy and competence for teachers in the area of transition planning and implementation inhibits ability to adequately plan and deliver transition services.

#### **2.4 Views of Learners with Physical Disabilities in Pre-Vocational Training Skills**

Persons with physical disabilities suffer physical, social, and psychological barriers and commonly denied the opportunities to participate in social and community life, largely

due to negative perceptions, attitudes, and discrimination from people without disabilities (Barners & Mercer, 2010). The youth stage of human growth and development has been conceptualized as a transitional phase from childhood to adulthood. Key events, stages, or rites of passages mark it. These include activities such as the transition from school to work, leaving from home to independent living, and from dependence within the parental family to finding a partner, becoming and being independent (Punch, 2002, Evans, 2008 Worth, 2009). It has been considered a critical socio-economic life-changing period during which young people acquire and develop valuable skills in education and training, which are essential for other transition pathways and a crucial component of achieving (Roberts, 2003, World Bank, 2013).

While some learners who are physically disabled can get employment with minimum specialized professional help; others cannot. The majority of individuals or learners with physical disabilities, regardless of disability, want to obtain jobs that capitalize on their skills, abilities and ambitions while meeting those financial needs. These learners with physical disabilities required extra intensive attention like the one offered in supported employment style (Wehmam, 2013). Learners with substantial physical disabilities, which might be accompanied by an intellectual problem, a significant amount of time can be used to try and get the person prepared to do a job search (Wehman & Kregel, 2011). Learning strategy focuses on how the learners learn, rather than focusing on specific content. This includes any technique that helps a learner acquire skills and complete the task independently Mercer & Mercer, (2004).

Sitlington, Nerbert & Clark (2010) did a study in Germany indicates several studies have established that the transition to employment by persons with disabilities can be positively affected by work-related learning programs carried out in schools. Further, the government of Germany recommended that integration of vocational training is important for learners with special education needs, including those with physical disabilities, and further that they are afforded the opportunities offered allows them to access mainstream provision during their education and their future working life.

Pre-vocational activities are important to learners with special education needs during the time they are in schools. Curricula should include workplace behavior, occupational skills such as bathing, feeding, mobility, and career awareness allowing learners to be conversant with what is expected of them in the working environment after leaving school. It is crucial importance to be provided learners with work exploration opportunities, which will help, develop their interest and be proactive in developing skills critical to a successful transition (European Agency for Development in Special Needs Education, 2012).

Studies done by Piggott and Houghton (2007) in the United Kingdom explored the experience of persons with disabilities, including those with physical disabilities, in multiple transitions from school to post-secondary education and market situation. From their findings, they provided an overview of the poor labor market situation for learners with physical disabilities, including discrimination based on false stereotypes about their skills as well as difficulties in post-secondary education in acquiring the skills that

employers seek. They concluded that young with people physical disabilities experience multiple barriers and transitional issues that require sustained attention in policy and practice.

In South Africa, weight was been put on sheltered employment that produces too little majorly because people with no disabilities have as well filled the market. Even though a degree was an advantage in job search for many people, post-secondary certification, it was not the optimum and sometimes impossible for lots of physically disabled learners who more often than not experience underemployment and low pay satisfaction (Patton & Blalock, 2002).

In Kenya, a study done in 2010 by Mwaura explained physical disability as a wider range of disabilities, which include orthopedic, cardiovascular, pulmonary and neuromuscular conditions that expressively reduce learners' functional competences. Other impairments in health comprise asthma, sickle cell anemia, hemophilia, heart disease. Due to these conditions, learners with physical disabilities might have difficulties in handling equipment to participate in pre-vocational activities (Mwaura, 2010).

According to Disability World Report (1998), the majority of people with disabilities are denied the chance for regular production work and this situation does not go well for PWD. The chances for the PWDs to find work are very slim and this has a very negative impact on their rehabilitation process. Employment as a critical element for a livelihood should enable the PWDs to support themselves and be socially recognized. For those who

have attained vocational training to establish their own business, it is equally difficult for them to do so due to lack of capital, tools and necessary equipment.

IDEA (2004) holds teachers in special education accountable for preparedness among learners for education after, carrier and independent life. Employment opportunities for people with physical disabilities even after completion of pre-vocational courses are inadequate, a situation that leaves learners with physical disabilities under-represented in the labor force.

### **2.5 Teachers' Opinion on Implementation of Special Needs Education Policies and Regulation**

Under IDEA 2004 Act, congress defines transition service as an organized set of activities built on the personal study's needs, considering the learner's preference including teaching and learning and community expenses (IDEA 2006). In the year 1993, UN Standards Guidelines on the Equalization of Opportunities for PWDs, USA recognized the rule of equal basic educational access to PWDs. These provisions guarantee that education to PWDs is a vital part of system of education and that PWDs are exposed to advancement in teaching and learning strategies and technologies are continually being made.

To accommodate and support young persons with disabilities and help them do well in their work (Rogan, Banks & Howards, 2000). Teachers are meant to facilitate the full participation of PWDs in all sectors of society. Despite those efforts, the rights of PWDs

continue to be marked by experiences of discrimination, prejudice and inequality. For instance, employment practice tends to favor people without disabilities and this inhibits the ability of persons with disabilities to become productive members of society (Centre for Disability Rights, 2007).

In 2001, the United States government announced the new federal initiative that is founded upon the Americans with Disability Act (ADA). The initiative is an inclusive plan aimed at helping the integration of individuals with disabilities into the labor-forces, expanding their educational options and increasing their access to new technologies. The Office of Disability Employment Policy (ODEP) was created to facilitate modification to existing policies and practices in the Department of Labor, to spearhead increases in employment option and earning opportunities for the youth and adults with disabilities in the US as well as promote collaboration across the federal government (US Department of Labor, 2002). Despite these efforts, individuals with disabilities show significantly lower employment rates than individuals without disabilities, most importantly, disability itself rather than characteristics of individuals account for the low employment rates of people with disabilities (Yelin & Trupin, 2003).

Razak (2000) study on persons with disabilities in Ghana on human rights and disability for equal rights, suggests that equalization of opportunities for persons with disabilities does not greatly depend on the protection of human rights and enactment of specific rights. He further notes that the government had neglected the needs of the PWDs while planning for National Development, this means Ghana national laws and policies have

not been put in place for persons with disabilities. Kenya has always linked its system of education to the labor market and emulated policy-makers since 1964 after forming its first education commission chaired by Ominde were concerned with the plight of the school leavers especially those with disabilities asking questions such as "would they be absorbed into the workplace after school" (King, 2007).

The Constitution of Kenya (2010) forbids discrimination against persons with disabilities founded on stereotypes prevailing in the Kenyan society that portrays PWDs as burdens and curses. The government of Kenya has taken a bold step to abolish inequality against persons with disabilities. The Constitution of Kenya (2010), under Article 27(4), provides that:

“The government shall not, against any individual, discriminate indirectly or otherwise, based on sex, disability, race, ethnicity, religion, color, age etc.”

Kenya constitution (2010) recognizes inclusion of PWDs in Article 54. Despite these legislative efforts, the rights of learners with physical disabilities that continue to be marked in Kenya are not always upheld. Their lives continue to be marked by an experience of discrimination, prejudice and inequality. For instance, employment practices tend to favor people without disabilities. This inhibits the ability of PWDs to become productive members of the society (Centre for Disability, 2000) in Kenya.

The PWD Act, No.14 of 2003 is a piece of legislation that covers the rights of PWDs and the idea of equal opportunities in areas such as those of employment. The Act provides

sufficient, solid enough framework, save for some weakness for ensuring accessibility and the inclusion of PWDs in all facets of life. It prohibits discrimination in employment, education, and health amongst other core areas of life as a method for accomplishing the equality of opportunities. Despite these and many other legislative materials, persons with disabilities have continued to experience discrimination when accessing employment. However, the government of Kenya has reserved 5% of employment opportunities for PWDs considering that employment plays a significant role in the identity formation and personal wellbeing of all persons, failure to be satisfactorily engaged in the labor-force denies persons with disabilities including those with physical disabilities, benefit from their communities employment opportunities, (Osundwa, 2007).

The Daily Nation of January 2015 reported thus, "persons with disabilities continue to be among marginalized groups in Kenya, based on a new report by the Public Service Commission, which shows that only about one percent of persons with disabilities is in the civil service, which is far below the constitutional threshold. This percentage translates to 1082 people out of a workforce of 106724; denial of equal employment opportunities for PWDs is the root cause of the poverty that afflicts this group.

It is also worth noting that the status of educational and related services of learners with physical and other health disabilities in Kenya was likely to progress with the enactment, of the new Constitution 2010, which highlighted an all-inclusive policy for education of learners with and others without special needs education. The Kenya National Framework of SNE (The Republic of Kenya, 2009) sets out a robust implementation of

policies in conjunction with the Ministry of Education in collaboration with Voluntary Service Overseas (VSO) Jitolee, and the National Special Needs Education Survey (NSNES, 2014).

Despite the progress made by putting in place various legislative and institutional frameworks in Kenya, persons with disabilities still lose out in the job market. Perception, fear, myth and prejudice continue to limit understanding and acceptance of disability in workplaces. Myths abound, including that persons with disabilities are unable to work and that accommodating a person with disabilities in the workplace is expensive. (Daily Nation of January 2015). A rational method to the needs of PWD, commonly nurtured by human rights groups and the use of research findings has resulted to an increase in their general value of life and contribution in labor market.

Administrators and teachers in all schools have been expected to play a key role in the successful implementation of governmental reforms following policies and legislation put in place to protect the rights of learners with special education needs. Unfortunately, administrators were faced with a myriad of complexities and challenges, which make it difficult to implement the policies in schools. A study by Kamere (2010) noted that some of the challenges facing administrators to implement policies include lack of finances and stakeholders abandoning their responsibilities, in addition to the top and down and centralized reforms of Kenyan policies that reduce administrator's innovative role.

## **2.6 Challenges Faced by Learners with Physical Disabilities on Transition Preparedness to Employment**

Millions of persons in the world live with one form of disability or another and more than eighty percent reside in developing countries. The vast majority of these people are marginalized and inappropriately poor simply because they have been excluded from education, employment and political processes due to their communication disorders, hearing and visual impairment, physical disabilities etcetera. Persons with disabilities encounter several barriers as they decide to enter or re-enter a working environment. Some of these barriers can be as external as they involve environment and workplace support such as transport, accommodation and job opportunities (Loprest & Maag, 2001).

Globally, persons with disabilities, including those with physical disabilities, have been marginalized and often face difficulties because of their conditions when they are looking for self-independence and self-reliance. Physical disability means a condition that significantly interferes with at least one major life activity of an individual, which one may be born with or acquired later in life. It affects the individual's mobility and / or a person's ability to use his/her upper or lower body. These generally relate to the anatomical loss or musculoskeletal, neurological, respiratory or cardiovascular impairment. Physical disabilities can be congenital that is, either one is born with a disability or acquired after birth because of accident or disease. Further, it may happen to any person at any time, it can be temporary or permanent, fluctuating stable or degenerative and may affect parts of the body or the whole of it (Ndurumo, 2003).

Studies done by (Loprest & Maag, 2001) in the United Kingdom noted that a person experience difficulty remaining at work after the onset of a disability while persons with physical disabilities experience a sharper decline in the labor market. They outlined the need for further research, indicated how transition services could be better organized and to improve outcomes through capacity development of a learner and socio-environmental levels in terms of post-secondary transition to work in the United Kingdom. Piggott and Houghton (2007) provided an overview of the poor labor market situation for young adults with disabilities, including discrimination based on their skills as well as difficulties in post-secondary education in acquiring the skills that employers seek. They concluded that young adults with physical disabilities experience multiple barriers and transition issues required sustained attention in policy and practices.

However, to overcome mentioned barriers any learner to be aware of post-education opportunities and requirement, knowledgeable about academic transition and self-advocacy, comprehensive needs of an individual with physical disabilities and link between secondary and post-secondary schools, the business community and adult agencies (Downrick et al., 2005, NCD, 2003, NCD & SSA, 2000, Tagayuna et al., 2005).

Whether currently in the education system or working in vocational training or doing none of those things, the most widely held aspiration of persons with disabilities in the United Kingdom is to work (Aston et al 2005). McConkey (2005b) observed that young people with disabilities have limited access to information on post-school options and resources and lack career advice. The government of the UK has plans to achieve non-

discrimination in enrolment and retention of learners with special education needs and disabilities in every situation of learning. This has been achieved by providing barrier-free transition through the various educational levels under their disabilities, learner-centered curriculum, responsible learning system and materials, a holistic realization of the full potential of learners with PD and protection of the human dignity and rights of learners with special needs and disabilities.

In Australia, the education sector, learners with physical disabilities may face attitudinal barriers from both teachers and fellow students. Attitude program delivered in inclusive school environments can have long-term effects, lasting beyond the school years and outside the school context for all children involved, whether with or without disabilities. Specific training at the undergraduate and professional levels may change teacher attitudes by helping teachers become familiar with learners with physical disabilities; hence, attitude is changed through prolonged contact, information and the introduction of disability ambassadors (ACT DAC, 2007).

The situation of persons with disabilities, including learners with physical disabilities, Cambodia can be categorized as marginal as it is characterized by income inequality, exclusion, and discrimination. According to traditional Buddhist beliefs, a child is born with a disability to atone for sins in his/or her previous life (Vanlet, 2007). Due to this belief, many parents and community members do not see value in educating children with physical disabilities, while some employers believe it is bad luck to employ persons with disabilities in their shops and factories among other places (Vanlet, 2007).

Lack of exposure, important education and combined with limited access to both basic and higher educational facilities in rural areas are challenges faced by all Cambodian children with disabilities. According to UNICEF, 90 percent of children and youth with disabilities in Cambodia have no access to any form of education (UNICEF, 2007).

Studies carried out by Mwaijande (2014) in Tanzania observed that the type of education received by learners with physical disabilities is of poor quality. Noting that, learners with physical disabilities did not consider themselves as receiving any education because their needs were not met. This may be since there is very little education because the available teachers are not knowledgeable about teaching children with physical disabilities.

The transition to adulthood for youth with disabilities become even more challenging and complex than for their non- disabled peers as they frequently experience disability-related discrimination, stigmatization, and exclusion (Groce, 2004; Pames 2009, Worth 2009, Sigal and Jain, 2012). For example, a youth with disabilities is denied access to education because many educational institutions lack appropriate teaching materials and qualified teachers (Grech, 2008). Limited levels of formal education as well as preconceived disabling ideas about their capabilities and skills are likely to result in economic and social exclusion (UN, 2010). Education takes place in many different contexts, and schools are crucial spaces for acquiring valuable skills and knowledge deemed important for the future (Asnell, 2005).

History has it that neglect, fear and ignorance are some of the social determinants of increased isolation of PWDs including those with physical disabilities. Families who have a member with a disability have long been objects of pity, society as a whole tends to view the presence of a child with a disability as an unutterable tragedy from which the family may never recover. Superstitions that view disability as a curse from gods are among the factors that contribute to the general apathy and disregard of children with special educational needs in Africa. In Kenya, traditional and spiritual beliefs play an important role in the understanding of disability.

Despite a range of policies and interventions by international bodies such as United Nations Conventions of the Rights for Children (1948), United Nations Educational, Scientific and Cultural Organization, (1975), and the government of Kenya being a signatory to all still persons with disabilities face challenges securing employment. The nature of societal attitudes plays an important role in determining the rights, roles and responsibilities accorded to people with disabilities including those with physical disabilities. Due to mentioned factors, individuals with disabilities continue to experience a host of barriers to participation in work-based learning opportunities, employment and careers (National Council on Disability, 2000).

In Kenya, it has been noted that the 8-4-4 education system of eight years in primary, four in secondary; four years in university and other tertiary training institutions continue to provide thousands of graduates who were either poorly equipped for the entry into the labor market or substantially lack the necessary life skills (GoK, 2007a). This poor

tooling and lack of basic competencies especially amongst those with physical disabilities have been a huge limitation. Muuya (2002) notes a gap between the ambitions of the national policy and actual provision at school level hence, school head teacher maintain "Traditional aims of special education in terms of control, containment and care still outweigh those broad and education provision of learners without disabilities; there is relatively little emphasis on the importance of employment.

Public Service Commission revealed that the mode of dissemination of information on new job opportunities is limiting as many advertisements have been via newspapers and the internet, which many of the persons with disabilities may not access. As a result, many fail to apply for certain jobs, not because they do not qualify but because they lack the necessary information (Daily Nation, of 10<sup>th</sup> January 2015).

Secondary level learners with special needs disproportionally lack independent work habits, decision-making and problem-solving skills a disparity that becomes noticeable in comparison to same-age peers without disabilities as they reach and advance through high school. The transition from high school to adult life presents challenges for many learners and more so to learners with physical disabilities (Asberg, Bowers, Renk & McKinn). Along with a lack of trained teachers to meet their needs, they lack required related service provider and frequently finds their prospects limited due to social rejection, biased practices in employment, infrastructural barriers and transport inaccessibility. Employment for all working-age is a key element towards combating

poverty to achieve social inclusion and participation in society that applies equally to learners with physical disabilities.

## **2.7 Summary and Gap Identification**

The literature review has explored the perception of teachers of transition preparedness towards employment for learners with physical disabilities internationally. From the aforementioned literature review, the World Bank (2000) reported that expenditure for education disproportionately allocates and direct more toward academic program than technical and general skills programs, with even less money directed towards special needs education. The report further revealed that teachers tend to put more emphasis on academic performance rather than pre-vocational activities largely due to leaning towards the mean score towards the conclusion of an academic year.

According to UNESCO (2008), teachers should have a vast background knowledge on the subject matter and incorporate ICT such as computer learning into the curriculum. General educators' beliefs about their abilities to work with learners with physical disabilities discourage them (M.cox Personal Communication June 12, 2012). The US Individualized Disability Education Act (2004) required the schools to see to it that all learners with disabilities including those with physical infirmities are provided with services designed to meet their unique needs and prepare them for further education, employment and independent living (IDEA, 2004).

Studies conducted on transition services for learners with physical disabilities indicated school factors and teachers' preparedness determined the success of learners with physical disabilities (Kutz, 2003). Learners with physical disabilities continue to face post-school outcomes in which they were less prepared for adulthood life including employment than their peers without disabilities.

Work is a key component in the life of an adult and can offer a sense of achievement and pride and carry a huge impact on the overall satisfaction in someone's life. Conversely, work can also act as a source of both frustration and dissatisfaction in life. Studies done by Joyce and Rossen (2006) showed that PWDs especially those with physical disabilities have less workforce participation rates than persons without. As an overview, transition preparedness to employment enhances learners with physical disabilities to reflect their expectations for the future, and help them to choose and comprehend the much-needed skills in the workplace.

According to Rice (2003) teachers' preparedness maybe enhanced by five broad categories of teachers' attributes which include: teachers' quality, understanding, preparation, programs, type of qualification, class work done in preparing for the teaching and teachers' academic qualifications. Teachers' effectiveness varies greatly in delivery. Berry (2002) postulates that while the qualities of teachers are actually vital, they seem to be focused on only one aspect, "content knowledge". According to the study, most qualified tutors should understand how to plan and deliver lessons in approaches that ensure that learners with different physical disabilities can also be able to learn these

subjects". Finally, these teachers do not just know how to deliver a well-designed and standard lesson but they also understand which way and why.

Framework for action on SNE passed in Spain during Salamanca Conference (1994) advocated for pre-service training programs provided to all student teachers, both in primary and secondary, positive inclination towards disability thereby advancing on the knowledge of what can be attained in schools with support services that are locally available. Skills and knowledge needed are majorly those of proper instruction and compose of assessment of special needs, curriculum content adoption, utilizing assistive technology, individualizing teaching procedures to suit learners with special needs education as well as those learners who are physically disabled.

Learners with physical disabilities experience graduation and employment rates that are relatively lower, get relatively lower pay, and have much lesser pursuits of further education past secondary school compared to their counterparts with no disabilities (Dunn 1996, Rojewski, 1999). It was in this regards, therefore, that this study sought to fill these gaps by making an investigation into teachers' perception of transition preparedness, policy and regulation protecting the rights of learners with physical disabilities, pre-vocational activities carried out in these schools and challenges facing both teachers and learners in selected special secondary schools in the counties concerned.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter covers the research design, variables in this study, local of the study and the target population of the study. The chapter also presents the sample size and the sampling techniques, research instruments, validity and reliability of the study tools, data collection techniques and methods of data analysis. Lastly, this chapter presents ethical and logical considerations.

#### **3.2 Research Design**

Descriptive survey research was used in this study for gathering information, summarizing, presenting and interpreting the data (Orodho, 2008). This design was relevant for the current study as it sought to understand teachers' perception of transition preparedness by learners with physical disabilities towards employment. A mixed-method research methodology that entails collection, analysis and "collaboration of both quantitative and qualitative methods in one study was employed help the researcher to understand research methods (Creswell, 2008). In this design, qualitative and quantitative approaches were used to confirm, cross-validate, or corroborate findings within a single study. Using a combination of qualitative and quantitative data collection can improve evaluation by ensuring that the limitation of one approach of data collection and analysis was strengthened by the other approaches (Green, 2001). Quantitative approach the data was expressed in numbers where statistical tests was used to make statements of

descriptive and inferential statistics using standard deviation, mean and multiple regression correlations to get the results. The data from the qualitative approach helped to identify the characteristics of learners with physical disabilities, teachers and administrators, hence presented thematically.

### **3.2.1 Variables**

#### **3.2.1.1 Independent Variables**

The independent variables were: factors determining teachers' perception, teachers' competency on transition preparedness for learners with physical disabilities towards employment, learners with PD views on pre-vocational training skills, teachers opinion on the implementation of SNE policies and regulations on transition and challenges that learners with PD encounter during transition preparedness towards employment.

#### **3.2.1.2 Dependent Variable**

The dependent variable was a successful transition to employment for learners with physical disabilities. Transition to employment by learners with physical disabilities was has a result of how the teachers in the selected secondary schools prepared them to be self-independent after school.

### **3.3 Study Locale**

The location for the study was Joy Town Special Secondary School in Thika West Constituency, Kiambu County that was about 35 km from Nairobi. The second school was Joyland Special Secondary School in Kisumu Constituency in Nyanza County,

which is about 400 kilometers from Nairobi and thirdly Mombasa Special Nairobi School in Nyali constituency in Mombasa County which was about 500 kilometers from. Joytown Special Secondary School is located about 35 kilometers from Nairobi city along Makongeni road in Thika town. Salvation Army Missionary Officer, Cyril Woods established it in 1962. The objective behind the establishment of this school was to rehabilitate and care for children with physical disabilities equipping them with pre-vocational skills to enable them to lead a better life. Today, it is mixed secondary school with learners with and with no physical disabilities.

The Salvation Army in Kisumu founded Joyland in 1974 as a center and school for learners with and without disabilities apart from the standardized curriculum; it offers pre-vocational courses as part of learning, life and functional skills. The school serves learners with and without disabilities. Joyland was built largely through grants from the Salvation Army overseas services funds and offers the same training skills as those in other schools. The researcher chose secondary schools because they have the highest enrollment rates of learners with physical disabilities in Kenya. The results of the three schools were generalized because learners with PD have similar characteristics and majority of teachers teaching in these schools have been trained in special needs education specialized in the area of physically handicapped.

Mombasa secondary school for physically handicapped was founded in 1986 and is a boys' day and boarding school. It is located in Kisauni constituency, Mombasa County. Association for Physically Disabled in Kenya (APDK) started the school to admit

learners with physical disabilities from Port Reitz primary school for physically handicapped. The learners have different types of physical disabilities ranging from mild to severe. The teachers follow the regular curriculum although they train learners some of the pre-vocational skills and functional skills to enhance self- independence and reliant.

### 3.4 Target Population

This study, the researcher targeted 540 teachers, 30 administrators and 830 learners from the three selected secondary schools for learners with physical disabilities namely; Joytown, Mombasa and Joyland in Kenya. The population was 1400 respondents.

**Table 3.1: Target Population**

| Categories     | Target population |         |         | Total | Percent |
|----------------|-------------------|---------|---------|-------|---------|
|                | Mombasa           | Joytown | Joyland |       |         |
| Administrators | 10                | 10      | 10      | 30    | 3%      |
| Teachers       | 200               | 110     | 230     | 540   | 54%     |
| Learners       | 310               | 220     | 300     | 830   | 83%     |
| <b>Total</b>   | 520               | 340     | 540     | 1400  | 140     |

Table 3:1 indicates the target population that the researcher sought to access in schools and they include teachers, learners with physical disabilities and administrators this is the entire population in which sample size was drawn.

### **3.5 Sampling and Sample Size**

#### **3.5.1 Sampling Procedure**

The process of sampling takes account of various matters depending on the institution's purpose, complexity, time, constraints and previous research in the area. The researcher used purposive sampling to select special secondary schools because they have the highest population of learners with physical disabilities in Kenya. In this sampling the researcher picks a sample based on experience or knowledge of individuals being sampled. The teachers were selected because they teach in these schools and had relevant information for this study. The schools have one administrator therefore each was chosen since they had information about teachers' competency, the curriculum used by teachers, policies and regulations regarding learners with physical disabilities and challenges facing the learners and the school as a whole.

#### **3.5.2 Sample Size**

According to Mugenda and Mugenda (2003), a population of less than ten thousand individuals, demands that a sample of between ten to thirty percent is adequate and therefore 10% of the population was selected for study. Therefore, teachers (540 x 0.1) administrators (30 x 0.1) learners (830 x 0.1) were considered for making an appropriate population of 140.

$n'$ =Required sample size

$N$ =Target population

$n=N \times 10/100$

$n=1400 \times 10=14000/100=140$  sample size

**Table 3.2: Target and sample population**

| Subject        | Mombasa Special Sec |           | Joytown Special Sec |           | Joyland Special Sec |           | Total      |
|----------------|---------------------|-----------|---------------------|-----------|---------------------|-----------|------------|
|                | Target              | Sample    | Target              | Sample    | Target              | Sample    |            |
| Administrators | 10                  | 1         | 10                  | 1         | 10                  | 1         | <b>3</b>   |
| Teachers       | 200                 | 20        | 110                 | 11        | 230                 | 23        | <b>54</b>  |
| Learners       | 310                 | 31        | 220                 | 22        | 300                 | 30        | <b>83</b>  |
| <b>Total</b>   | <b>520</b>          | <b>52</b> | <b>340</b>          | <b>34</b> | <b>540</b>          | <b>54</b> | <b>140</b> |

**Source: Research Data 2016**

### **3.6 Research Instruments**

The objectives of this study formed the basis from which the research instruments were constructed. In data collection, the teachers and learners with physical disabilities were given questionnaires to complete by the researcher. An interview schedule with semi-structured questions was given to the administrators because they were the key informants to this study and had in-depth knowledge about the school administration, policies and regulations, pre-vacation activities carried in the school, challenges and teaching of learners with physical disabilities. The combination of mixed methods of collecting data was to avoid response and information bias to ensure validity, reliability and accuracy of information gathered.

#### **3.6.1 Questionnaires**

The instruments used were a two-part survey containing 15 items for learners with physical disabilities and 21 items for teachers. For both the first part of the survey, the

participants responded to four demographic questions regarding gender, the name of the schools and learners to indicate the type of disability they have. Teachers indicated years they have taught in the school and their level of qualification and if they are trained in special needs education. In the second section of the survey, the respondents responded to items in relevant to the objectives of the study.

According to Creswell (2005), a questionnaire helps a study to reach a wider sample in a short time while upholding confidentiality. In this study, open-ended questions were used which were stated in a Likert scale and were administered to sampled teachers and learners with physical disabilities who gave responses related to issues underlying teachers' preparedness towards the transition to the employment of learners with physical disabilities and this helped the researcher to capture their opinions and feelings.

### **3.6.2 Interview Schedule**

The researcher chose an interview guide to collection because it probes the respondents' beliefs, attitudes and experiences deeply, secondly, participants (Creswell, 2008) can provide historical information. The interview guide schedule contained semi-structured questions, which allowed the researcher to ask more questions in reaction to participants' responses, and emphasize particular information derived from the participants (Merriman, 2001).

Longhurst (2010) noted that semi-structured interview carried out as a conversation allows the respondents to seek issues considered vital. These questions addressed factors

affecting teachers' perception, teachers' competency, pre-vocational training skills, teachers' opinion on the implementation of special needs education policies and regulation on transition preparedness by learners with physical disabilities and challenges learners with physical disabilities. The interview guide was applicable to this study since it assisted the researcher to get deeper information from administrators concerning teachers' perception of transition preparedness towards employment for learners with physical disabilities and their views on the same.

This tool was used to solicit information from the administrators and sought clarification on the spot and responses were recorded in a notebook as the interview progressed. Further, this allowed the administrators to express their views without any restrictions helping the study to making an in-depth examination of a broad spectrum through constant probing. This gives the added advantages of covering a wide range of topics and provides an understanding of the information of the informants' viewpoint and interpretation of the issue.

### **3.7 Piloting**

Piloting aimed to enhance the study tools such as questionnaires and interview guides. It enables broader and extremely important issues such as validity integrity represented and the health and safety of the researcher (Marshal and Rossmann, 2010). Once the instruments were constructed, they were tried out in the field before the actual day of data collecting. The research instruments were pre-tested to form three learners, deputy principal and all-male teachers at Joytown Special School in Kiambu County who were

not included in the main study. The researcher analyzed the responses from the piloted items and this helped to make changes to suit the theme and the reliability of the study. The learners with physical disabilities were subjected to the same curriculum and were taught by teachers who have bachelor's degrees and master's in education while some teachers were trained in special needs education.

After giving the questionnaires to teachers and learners for piloting and administering an interview guided schedule to the deputy principal of Joy-town, the researchers had to alter items such as important suggestions, omissions excluding learners without physical disabilities in the study and other corrections. Pre-vocational training such as cookery and bead making among others was a subject, which was being done in all schools, and therefore the researcher included it as one of the objectives, which led to the addition of items from 15 to 20 for teachers. Further, it increased the items for learners from 13 to 16.

During piloting also, the researcher observed that teachers were preparing different documents and upon enquiring there was preparation for individualized education program (IEP) for each learner and thereafter, an item for (IEP) was included for teachers to illustrate how it's used in preparing learners to transit to employment. In conclusion, piloting helped to determine whether the items in the questionnaire and interview were functioning objectively and relevance to the topic.

### **3.7.1 Validity of Research Instruments**

To ascertain the face validity of the instruments constructed, a pre-test was done during the pilot study to the population similar to the one in the main study. The researcher discussed them with her research supervisors in the Department of SNE who are well versed in the area being studied for joint review, constructive criticism and thereafter they have revised accordingly before going to the field.

### **3.7.2 Reliability**

The reliability of the data collection instruments is the consistency of measurement and frequently assessed using a test-retest method (Mugenda and Mugenda, 2003) Test re-test approach was employed to obtain the reliability of the research tools where administration of questionnaires was done to a group of individuals with similar characteristics as the actual sample. Through the pilot study, the researcher administered the questionnaires to the teachers and learners with physical disabilities who were not participants in the actual survey. After an encounter with form three learners, there were changes in items 5 and 6. Items 18 and 19 were added to solicit information about the strategies teachers employed when teaching in these schools and establish which is mostly used. After 2 weeks, the questionnaire was again administered to the same participants. The responses obtained from both occasions were correlated using Pearson Product Moment Correlation Coefficient formula whereby (r) of 0.8 was considered appropriate make judgment of the reliability of the research tools.

### **3.8 Data Collection**

#### **3.8.1 Logistical Considerations**

Authorization letter was sought from Head of Department of SNE and a letter of introduction from Kenyatta university graduate school. A permit from National Commission for Science Technology and Innovation (NACOSTI) was sought using the introductory letter.

#### **3.8.2 Ethical Considerations**

With the permit from the (NACOSTI), the researcher reported to County Commissioners and County Directors of Education of the three selected counties thus: Kiambu, Kisumu and Mombasa sought official authorization to visit the schools after explaining the true nature and purpose of the research. The researcher reported to the administrator of each school after casual introduction, a commitment was made to ensure confidentiality and anonymity of informant's bio data and the reassurance that the data collected would only be restricted to the purpose for which the research was being carried out code names would be used to conceal information of sources and for confidentiality.

According to Godwin, 2005, the primary goal of observing the ethical code in research was aimed at ensuring that participants are treated fairly and with respect during their participation in the study: they receive complete information about the study and how the information they give will be treated and be kept in confidence.

### **3.8.3 Actual Data Collection**

The researcher visited the schools two weeks before the actual data collection and explained the purpose of the visit. The actual days of data collection were from Monday to Friday in every school, which lasted for three weeks for the researcher to complete data collection.

The researcher had no assistant therefore; the questionnaires were distributed to the teachers in the staffroom, which they filled during their free time. The five days were well distributed in that Monday and Tuesday the questionnaires were distributed among learners with physical disabilities in their classrooms after they had finished lessons in the evenings, then Wednesday and Thursday the researcher give the teachers that they filled during their free time for those two days. The administrator agreed of each school on Friday to interview however, the researcher spent the whole day with each administrator due to the nature of work they do. During the interview, they could call off the interview for a while to attend to urgent business within the school since the interview was held in their offices in each school. The items were semi-structured questions, which allowed the researcher to add and create questions to the participant's responses to strengthen the study and interpret their meanings.

### **3.9 Data Analysis**

The following steps were taken to analyze the data to give a more complete analysis of the data related to the study objectives. The researcher checked the completed questionnaires and interview schedules to ascertain their accuracy and uniformity to

responses. Field notes from the interview schedule were edited, coded and organized hence emerging themes of the study. A management software computer program such as Assisted Qualitative Data Analysis System (CAQDAS) was employed to code, manage and analyze data, further, it explored the relationship between the code in one file and theoretical explanations. This software was to identify a description of how and when each theme would occur and any qualification or exclusion of emerging themes either positive or negative eliminated possible confusion.

The result produced the report in qualitative data presented in a narrative form. The Statistical Package analyzed data from the questionnaire for Social Sciences (SPSS) involving such processes as coding, categorizing and making the essential meanings of the phenomenon. Data were converted into percentages and presented in tables of frequency distribution, Charts and Correlation analyses were conducted to determine the relationship among each of the variables measured. The analysis procedures included descriptive and inferential statistics frequency aptitude ratings associated with the levels of preparation to implement the functions so required. The data showed the frequencies, means and standard deviations for socio demographic characteristics.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

The aim of this study was to examine teachers' perception of transition preparedness by learners with physical disabilities towards employment. The following themes of discussion were derived from the objectives of the study namely:

- i) Identify factors affecting teachers' perception of transition preparedness by learners with physical disabilities towards employment.
- ii) Find out the views of teachers' competency of transition preparedness by learners with physical disabilities towards employment.
- iii) Identify learners with physical disabilities views on pre-vocational training skills they acquired at Joytown, Joyland and Mombasa Special Schools.
- iv) Establish teachers' opinion on implementation of Special Needs Education policies and regulations on transition preparedness by learners with PD towards employment.
- v) Explore challenges faced by learners who are physically handicapped in transition preparedness to employment.

In this chapter, presentation of analysis of data obtained from the questionnaires and the interviews. A descriptive and inferential statistics analyzed the findings by use of Statistical Package for Social Sciences (SPSS) and Assisted Qualitative Data Analysis System (CAQDAS) for qualitative and quantitative methods. The questionnaires were

filled in by 54 teachers and 83 learners with physical disabilities from the three selected schools. Quantitative data approach was used to express the results to include inferential statistics like multiple regression correlation, the findings were presented in form of figures, tables; pie graphs and correlation of variables were made for the set objectives of the study. Three administrators of the three schools filled in the semi-structured interview items, qualitative approach was used to analyze the data, which described the qualities, or characteristics of the respondents hence provide in-depth understanding of situations that were thematically organized. Triangulation of the data was used to strengthen the weaker method to ease getting good results from the study.

#### 4.2 Demographic Information of the Study Population

**Table 4.1: Learners with PD, teachers' and administrators demographic information**

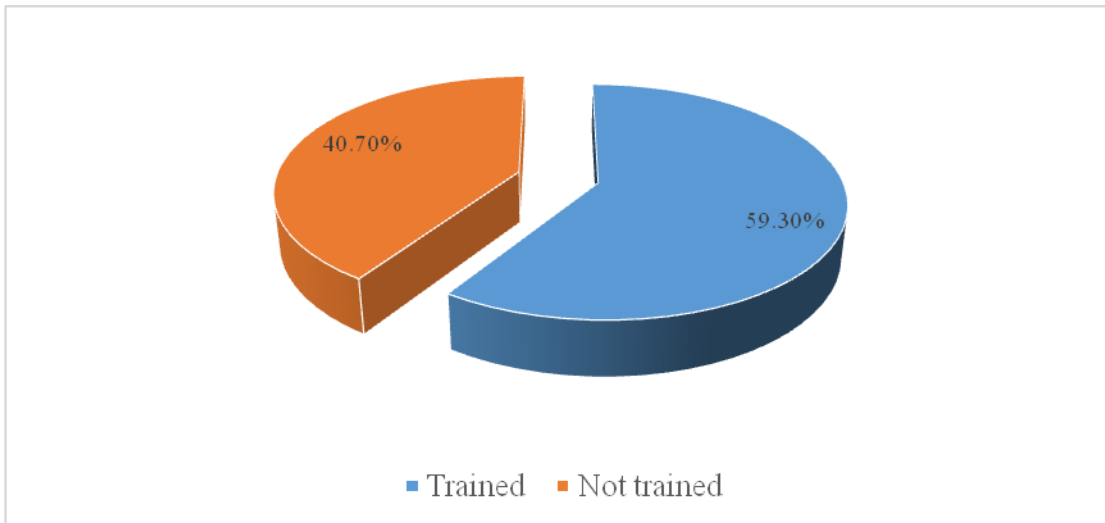
| <b>Respondents</b>   | <b>Demographic information</b>    | <b>Number of respondents</b> | <b>Percent</b> |
|----------------------|-----------------------------------|------------------------------|----------------|
| Learners (N = 83)    | <b>Gender</b>                     |                              |                |
|                      | Male                              | 60                           | 72.3           |
|                      | Female                            | 23                           | 27.7           |
| Teachers (N = 54)    | Male                              | 30                           | 55.5           |
|                      | Female                            | 24                           | 44.4           |
| Administrators (N=3) | Male                              | 2                            | 66.7           |
|                      | Female                            | 1                            | 33.3           |
|                      | <b>Years taught in the school</b> |                              |                |
|                      | Less than 5 year                  | 8                            | 14.8           |
|                      | 6 – 10 years                      | 16                           | 29.6           |
|                      | 11 – 20years                      | 13                           | 24.1           |
|                      | Above 21 year                     | 17                           | 31.5           |

**Source: Research Data: 2016**

Table 4.1 indicates the demographic information of respondents, which included the administrators' gender, teachers' gender, the learners' gender, and the teachers' years of teaching experience. This helped to determine if gender and years of teaching influenced perception of teachers' transition preparedness by learners with physical disabilities towards employment. More than half of male teachers participated in this study while the rest were female. The teachers who participated in this study had taught in their current schools between less than a year and more than 25 years. Thirty-one of the teachers had served for more than 25 years; twenty four percent had taught between 11 – 20 years, twenty nine per cent had taught between 6 – 10 years while fourteen per cent had only taught for less than one year.

Learners with physical disabilities in these schools comprised seventy-two per cent males whereas female learners accounted for twenty-eight percent. A report on gender analysis on disability in schools (Midred, 2002) noted that disability limited educational opportunities more significantly for women than men, thus their enrolment and retention rates remain low. These tallies with the researcher finding of female enrollment in the selected schools under study that is far below compared with male.

Factors Affecting Teachers' Perception of Transition Preparedness towards Employment by Learners with Physical Disabilities to Transit to Employments. The objective one sought to find out factors affecting teachers' perception of transition preparedness by learners with physical disabilities towards employment.



**Figure 4.1: Professional qualifications of teachers**

**Source: Research Data: 2016**

Figure 4.1 shows professional qualification of teachers in the three selected schools. Majority have undergraduate degree but not trained in special needs education minority are trained in special needs education either they hold a diploma or a degree in education. According to researcher's findings the perception of teachers were contributed by insufficient knowledge and skills of special needs education, lack of appropriate teaching strategies and nature of learners with physical disabilities. The researcher established that some teachers teaching in Joytown, Joyland, Mombasa special secondary schools were not trained in special needs education though they had Bachelor degree in education. Upon completion their under graduate studies in education they were posted to teach in these special schools without any training in special needs education.

A study in Ghana by Agbeneyga (2007) noted that, teachers trained in Special Needs Education had positive perception towards teaching learners with disabilities unlike those untrained, which confirms what the researcher found out in the current study. Teachers not trained in special needs education had difficulties handling learners with physical disabilities such as giving them extra time in completing tasks in the classroom.

Further, teachers were reluctant to assist weak learners in the academic because they focused on brilliant students to boost the mean grade in their teaching subjects in national examinations since these learners are subjected to the same national examination countrywide. There were no specialists to offer services such as occupational therapy, physiotherapy in these schools. It was therefore difficult for learners with PD to increase their self- independence.

**Table 4.2: Categories of learners with physical disabilities**

| <b>Category of disability</b> | <b>Number of learners<br/>(N = 83)</b> | <b>Percent</b> |
|-------------------------------|--|----------------|
| Orthopedic                    | 50                                     | 60.3           |
| Neurologic                    | 18                                     | 21.7           |
| Other health impairment       | 15                                     | 18.1           |
| <b>Total</b>                  | <b>83</b>                              | <b>100%</b>    |

**Source: Research Data: 2016**

Table 4.2 indicates categories of physical disabilities the learners have. The researcher further sought objective one to establish if categories of learners with physical disabilities

contributed to teachers' perception of transition preparedness towards employment. The study established that majority of the learners had orthopedic conditions, twenty-two per cent had neurologic and eighteen per cent had other health impairments. It was important for the researcher to establish conditions of the learners and the extent to which this affected the teachers' perception in effectively delivering instructions to them. The teachers admitted that those learners with physical disabilities could not perform as fast as learners without.

A study by Wehman and Kregel, (2011) established that a learner with orthopedic impairment might have cognitive problems and this means; additional time may be used to get the learner ready to do a job search or other pre-vocational activities within limited time allocated in class. During examination, learners with special needs are allocated extra thirty minutes to complete the examination although the Ministry of Education felt this was not enough and proposed to increase the time to forty minutes "Daily Nation of November 22 2017"

**Table 4.3: A correlation matrix of teachers' activities and skills**

|  |                 | 1      | 2      | 3      | 4     | 5     |
|--|-----------------|--------|--------|--------|-------|-------|
| I am trained to teach learners with physical disabilities for:   | r-value         | 1      | -.391* | .000   | .117  | -.134 |
|  | Sig. (2-tailed) |        | .044   | 1.000  | .568  | .504  |
| I prepare individualized education program(IEP) for each learner to enhance transitional goals                 | r-value         | .000   | .513** | 1      | .000  | .345  |
|  | Sig. (2-tailed) | 1.000  | .006   |        | 1.000 | .078  |
| Individualized educational program (IEP) enhances learners with PD to achieve their goals                      | r-value         | -.134  | .351   | .345   | .251  | 1     |
|  | Sig. (2-tailed) | .504   | .073   | .078   | .215  |       |
| I train learners with PD in pre- vocational skills to enhance transition to employment                         | r-value         | .117   | .162   | .000   | 1     | .251  |
|  | Sig. (2-tailed) | .568   | .430   | 1.000  |       | .215  |
| Learners with physical disabilities are capable of competing well with their counterparts without disabilities | r-value         | -.391* | 1      | .513** | .162  | .351  |
|  | Sig. (2-tailed) | .044   |        | .006   | .430  | .073  |
|  | N               | 54     | 54     | 54     | 54    | 54    |

**Source: Research Data: 2016**

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

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

1. Trained in special education to teach learners' with physical disabilities.

2. Prepare individualized education program (IEP) for each learner to enhance transitional goals

3. IEP enhances learners with PD to achieve their goals

4. Train learners with PD in pre- vocational skills to enhance transition to employment

5-Learners with physical disabilities are capable of competing well with their counterparts without disabilities.

Table 4.3 shows teachers' activities and skills, which they perform to teach the learners.

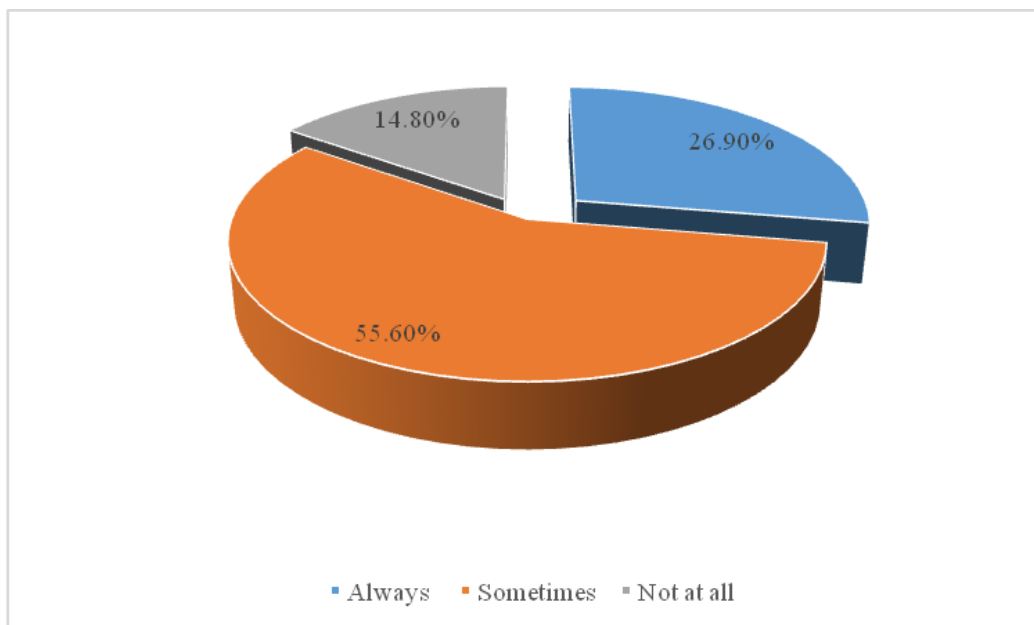
A correlation co-efficient was used to compare two quantitative variables, namely

teacher's preparedness, and activities and skills they impart to the learners with physical disabilities. After establishing the correlation, the table 4:3 indicated there was a strong relationship between teachers' preparedness, especially those trained in special needs education, they teach learners with physical disabilities effectively, and activities and skills they impart on them. Correlation is significant at value of exactly mean of 1.0 indicating that there is perfect positive relationship between the two variables. As for those teachers who prepare individualized education program and those who train learners pre-vocational skills, all these enhances transition preparedness by learners with physical disabilities towards employment.

Furthermore, Table 4:3 using Pearson moment correlation coefficient the result showed there was no relationship between IEP and teachers' activities and skills. The learners had a view that individualized education program did not enhance their goal of getting employment after leaving the school. Hence there was no correlation between teachers' activities and skills and learners individual IEP negative r-value of less than - 1.0 was significantly ( $r = -.134$ ,  $p = .504$ ). The researcher did not find any relationship between teachers' activities and competing with learners without disabilities as indicated on Table 4:3 negative r-value was significantly less than -1.0 ( $r = -.391$ ,  $p = .044$ ). Teachers trained to teach learners with physical disability were of the opinion that learners with physical disabilities were not capable of competing well with their counterparts without disabilities.

Teachers who always prepared individualized education program (IEP) for each learner to enhance transitional goals significantly ( $r = 0.513$ ,  $P = 0.006$ ) were of the view that learners with physical disabilities were capable of competing well with their counterparts without disabilities. Studies done by Morningstar & Clark (2003) in USA showed that teachers' incompetency to prepare learners with physical disability was contributed to by poor planning and delivering transition services when entering the profession without complete certification. In addition, absence of an alternate route may contribute to special education teachers feeling ill equipped to employ transition services successfully.

#### **4.2.1 Amount of Time Teachers Spent with Learners with Physical Disabilities Influence Transition Preparedness to Employment**



**Figure 4.2: Amount of Time Teachers Spent with Learners with Physical Disabilities**

**Source: Research Data: 2016**

As regards factors influencing perception of teachers, it was sought to find out if time spent in teaching was an impediment to teachers' perception. The teachers were asked to respond on how much time they spend teaching learners with physical disabilities and if it had any influence on learners' preparedness. Figure 4.2 shows that a quarter of the teachers felt that the amount of time spent with learners with physical disabilities always predicted perception on employment preparedness.

More than half of the teachers, stated that the time spent sometimes predict their perception, fifteen per cent of teachers said that the amount of time do not at all predict perception about employment preparedness. From the responses, the teachers felt that the more time they spent with learners with physical disabilities enhanced transition preparedness towards employment and more so teachers' developed positive perception towards these learners. The findings are in line with studies done by Mclekey & Bilingsley (2008) in USA, which recommends special teacher is essential in ensuring academic success for a learner with special needs. More often than not it is tiring to both the learner and the teacher and therefore without perseverance and effectiveness a learner is less likely to be successful in their academic endeavors. Another study done by Billingsley (2004) in USA showed that an excess of duty constraints, stifles and time limits hampers teachers from feeling a sense of autonomy to use the skills and knowledge necessary to empower learners to achieve in post-secondary setting and especially to employment.

#### 4.2.2 Teachers' Opinion on Individualized Education Program (IEP) Enhanced their Perception

**Table 4.4: Preparation of Individualized Educational Program by the Teachers**

| <b>Use of IEP</b>         | <b>Number of teachers<br/>(N= 54)</b> | <b>Percent</b> |
|---------------------------|---------------------------------------|----------------|
| Always prepare            | 22                                    | 40.8           |
| Sometimes prepare         | 20                                    | 37.0           |
| Do not prepare IEP at all | 12                                    | 22.2           |
| <b>Total</b>              | <b>54</b>                             | <b>100%</b>    |

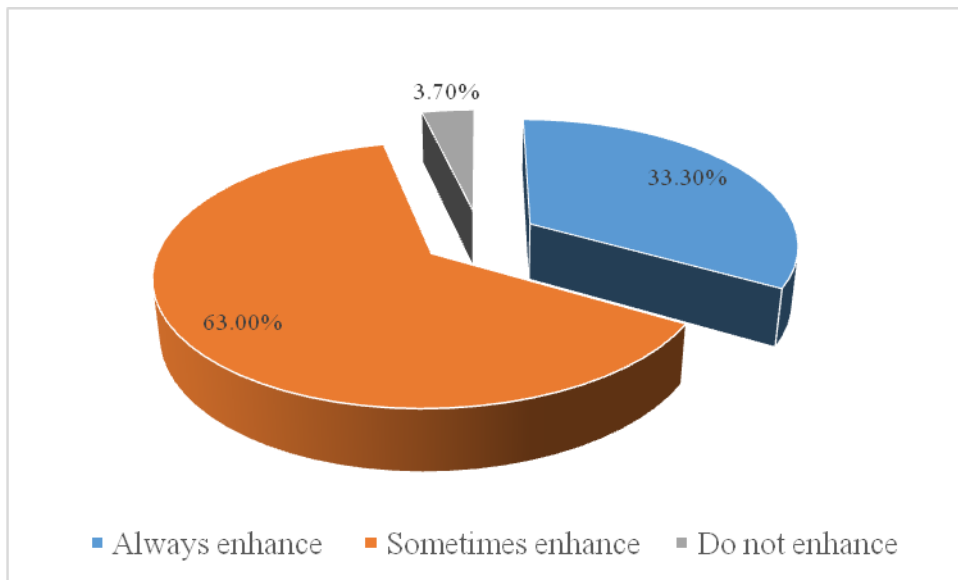
**Source: Research Data: 2016**

The researcher expounded objective one further and sought to find out if planning for individualized education program influenced teachers' perception towards learners with physical disabilities to employment. Table 4.4 indicates that teachers' perception and transition preparedness by learners towards employment was contributed to by their instructional strategies. When the researcher sought opinion of the teachers on effectiveness of individualized education program forty one percent of teachers always prepared, thirty-seven percent sometimes do prepare and twenty two percent do not prepare IEP at all.

With regard to policy and regulation of teaching learners with special needs education, IDEA (2004) advocates those teachers of students with special needs education including those with physical disabilities need to be involved in planning, implementing and

monitoring educational plans to help the learner succeed in school and after. A teacher who teaches using IEP to help them in including and modifying the strategy of lessons and instructions in class is of great benefit because IEP is made to the individual needs of the learners as identified by the IEP process of evaluation.

Individualized Disability Education Act (2004) advocated that every special trained teacher must develop individualized education program for each learner with special needs education. An IEP has been developed to enhance child's entitlement to an individualized and appropriate education. It specifies the services to be provided and how often and during IEP meetings transition services are discussed hence Individualized Transition Plan (ITP), which are important factors in learner's achievement of transitional goals. Transition plans for learners with physical disabilities and other disabilities would not be successful without involving family members and community as partners (Timmons, Butterworth, Whitney Thomas, Allen & MCI Ntyre, 2014).



**Figure 4.3: Teachers use of IEP for learners with physical disabilities**

**Source: Research Data: 2016**

Figure 4.3 show the percentage of teachers who were of the opinion that individual education program enhances transition preparedness towards employment. The majority always use IEP in their teaching, thirty three percent sometimes use and four per cent do not use IEP in teaching. The researcher found out that teachers were mainly of the opinion that, Individualized Education Plan (IEP) sometimes enhanced achievement of goals for learners with physical disabilities.

The importance of an IEP developed for learners with special education needs including those with physical disabilities include the progress made by learner, short and long objectives to be achieved at the end of the study in school, how often the learner will receive help that is weekly, monthly or yearly. Other underlying factors are what targets have been set forth for the child, how and when the child's progress would be checked,

and what help the parent could give the child at home. Individualized Education Plan was linked to areas such as English language, literacy, mathematics, behavior, social skills and activities of daily living, (Barnard and Lechtenberger, 2010).

Majority of the teachers, fifty-six per cent (56%) realized that individual individualized education program (IEP) always enhanced academic achievement for learners with physical disability. Twenty-three per cent of the teachers stated that sometimes IEP enhanced the learners achieve their education target while twenty-two teachers admitted that they do not prepare an individualized education plan to enhance their teaching strategies which not affect their perception towards transition preparedness to employment for learners with physical disabilities.

**Table 4.5: Cross tabulation table showing teachers' duration in teaching learners with PD and the teachers' opinion on IEP enhancing learners to achieve transitional skills**

|   |            | Individualized educational program (IEP) Total enhances learners with PD to achieve their goals |        |           |          |        |
|---|------------|---|--------|-----------|----------|--------|
|   |            |   | Always | Sometimes | Not sure |        |
| I have taught learners with disabilities for: | <1 year    | F   | 3      | 2         | 0        | 5      |
|   |            | %   | 60.0%  | 40.0%     | .0%      | 100.0% |
|   | 1-5 years  | F   | 1      | 5         | 0        | 6      |
|   |            | %   | 16.7%  | 83.3%     | .0%      | 100.0% |
|   | 6-10 years | F   | 0      | 1         | 1        | 2      |
|   | %          | .0%   | 50.0%  | 50.0%     | 100.0%   |        |
|   | >10 years  | F   | 5      | 9         | 0        | 14     |
|   | %          | 35.7%   | 64.3%  | .0%       | 100.0%   |        |
| Total   |            | F   | 9      | 17        | 1        | 27     |
|   |            | %   | 33.3%  | 63.0%     | 3.7%     | 100.0% |

**Source: Research Data: 2016**

Table 4.5: established teachers' responses further, the researcher conducted a chi-square test to establish if preparation of individualized education program (IEP) and duration of time spent in teaching affected teachers perception. It was established that teachers who had taught for less than five years fourteen per cent felt that IEP always enhanced learners with physical disabilities to achieve their goals whereas none of the teachers who said taught for 6 to 10 years had the same opinion ( $\chi^2 = 15.629$ ,  $P = 0.016$ ). The opinion on IEP was not significant at all with the teachers training to teach learners with physical disabilities ( $P > 0.05$ ) and could not affect teachers' perception in any way.

The researcher established that teachers in these schools were in, not out of choice, but because they happened to be posted by Teachers Service Commission (TSC) and they were to teach due to inclusive policy where learners with or without disabilities co- learn together. The teachers who were not trained to teach learners with physical disabilities follow the curriculum to the letter and they could not understand the needs of learners with physical disabilities. They admitted that they were not preparing individualized education program for them; hence negative perception leading to an impediment to prepare them to transit to employment.

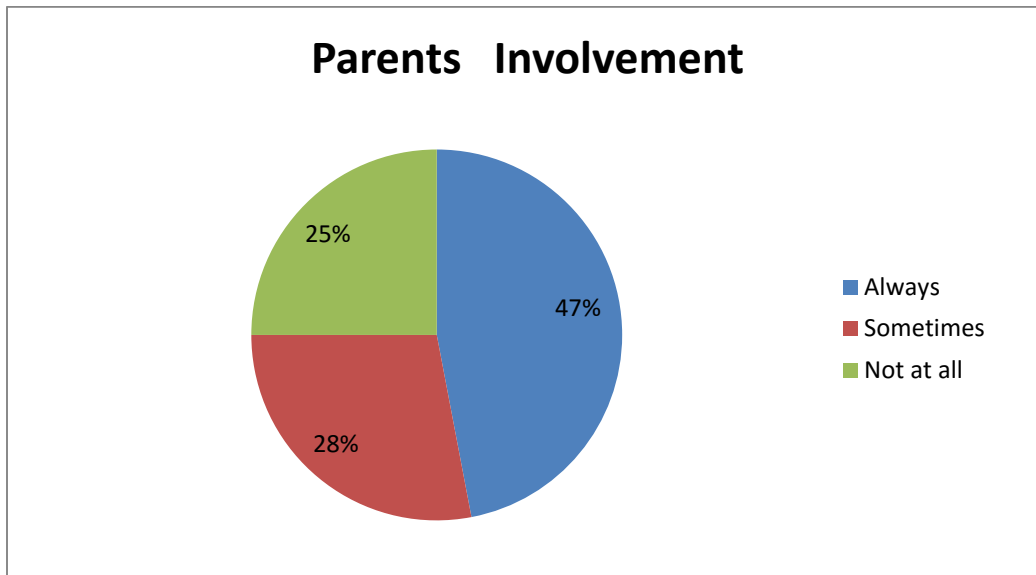
**Table 4.6: Teachers' perception of transition preparedness by learners with physical disabilities towards employment**

| <b>Statement</b>   | <b>Always</b> | <b>Sometimes</b> | <b>Not at all</b> | <b>Not sure</b>        |
|--|---------------|------------------|-------------------|------------------------|
| IEP enhances learners with PD to achieve their goals   | 26<br>(31.3%) | 35<br>(42.2%)    | 10<br>12%         | 12<br>(14.5%)          |
| Pre-vocational training skills achieved influence transition preparedness to employment.                                       | 30<br>(36.2%) | 24<br>(28.9%)    | 18<br>(21.6%)     | 11<br>Forty<br>(13.3%) |
| The amount of contact time with learners with PD predicts perception about employment preparedness                             | 36<br>(43.3%) | 23<br>(27.7%)    | 13<br>(15.7%)     | 11<br>(13.3%)          |
| Technology equipment facilitates delivering of the content hence competing well with their counterpart without disability      | 14<br>(16.9)  | 50<br>(60.2%)    | 12<br>(14.5%)     | 7<br>(8.4%)            |
| Availability of teaching resources influences teachers' perception on preparation of learners with PD to transit to employment | 45<br>(54.2%) | 32<br>(38.6%)    | 4<br>(4.8%)       | 2<br>(2.4%)            |

**Source: Research Data: 2016**

The researcher using computing method identified the factors that mostly influenced teachers' perception on transition preparedness of learners with PD towards employment. Table 4.6 responses indicate that availability of learning resources used by teachers when teaching more than half of teachers said that they always influenced leading to being highest influence on teachers perception also influenced by the time spent with learners forty three percent responded that sometimes the time spent with the learners influence teachers perception. The factors that had least influence on teachers' perception included availability of learning resources four point eight percent and technology equipment

enables learners with physical disabilities to compete well with their counterpart without disabilities fourteen point five.



**Figure 4.4: Parents Involvement**

**Source: Research Data: 2016**

Figure 4.5 shows parents involvement in school especially on the academic development of the child with physical disabilities. The researcher, established that the parents of children with disabilities were not committed to their child figure 4.4 reveals that forty five percent of parents, always got involved with their children progress, twenty eight per cent sometimes were involved, twenty five percent said not at all. Parents' information was gotten from the teachers in charge of the classroom because they usually hold meetings and during this period, they collect the data on attendance and their opinion about their children. This concurred with the information the researcher got from the administrators.

Teachers reported that sometimes they have trouble when they want the schools get parents involved in transition plans by giving their opinions especially when preparing Individualized Education Plan. The teachers felt that the parents need to be sensitized and this can be achieved through capacity building so that they are able to understand actual the needs of their children with physical disability. The parents can get involved in seminars, website-internets, collaborating with Ministry of Health, Churches and Community.

#### **4.3 Teachers Suggestions to Overcome Challenges**

The teachers made their suggestions to overcome the challenges they encountered when preparing learners with physical disabilities to transit to employment. These were;

- Adapting methods and strategies to suit them, they need more time so as to understand what you are teaching, involve them in learning activities for example discussions or explaining a point one needs to use teaching / learning aids.
- Adopt the syllabus to meet learners needs, learners with physical disabilities should be assessed based on severity of their disability, curricula should be modified to fit the needs of learners, there should be a different way of testing the learners, more sensitization to all stake holders handling learners with special needs.
- All teachers should have skills in handling learners who require SNE..
- Change of curriculum to suit the needs of learners with physical handicap, availability of counseling teachers and use of projectors.

- Have curriculum that is flexible to learners with physical disabilities, teachers to be equipped with skills for handling these learners, improve environment and infrastructure for easy accessibility.
- Develop a curriculum based on job opportunities and offer more adopted pre-vocational training subjects.
- Offer more IT related courses and educate employees and the parents on people with disabilities.
- Enhance the environment to be disability friendly, make adaptive materials available to all and supply/avail funds to buy materials to be provided
- Learners should have printed notes and examinations in soft copy to help them in future.

The teachers noted that there was need to understand individual physical disabilities condition, involve the individual concerned, seek the mandate, and provide a disability friendly environment and infrastructure such as toilet accessibility. Give these learners special examination, give them more assistance in class and outside, allow them more time during examination because they were slow in writing, the curriculum should be adapted to suit individual special needs, grading and marking needs to be different.

Further, the teachers suggested the learners with physical disabilities should be given pre-vocational training to enhance their talents, teach learners student technical and vocational subjects. The number of teaching staff in these schools should be adequate

always. Have employers sensitized on issues dealing with persons with physical disabilities. The mode of evaluation should be modified for example use of laptop instead of hand/foot/mouth writing, the learners need physical assistance in practical examinations and aids to assist them during their schoolwork.

The schools should improve the physical facilities to enhance mobility, provide for teaching/learning resources to cater for the needs of the learners. There should be change of attitude towards learners with PD. They should have sheltered workshops to train the learners, should have the mobility and orientation training. Schools should lower the entry requirement and provide assistance devices.

The government and the policy- makers ensure the learners have their own specialized curriculum, introduction of special institutions of higher learning. The government should involve classroom teachers of special schools in developing the curriculum. Modes of assignment should be friendly to learners with physical disabilities to include the examination papers not being done in a day because many learners reviewed they become tired before the end of the next paper. It was necessary to train all teachers in special secondary school extra education such as pre-vocational courses and life skills. Give a curriculum that would prepare them for employment, enough funding for learners, well trained personnel to equip them with relevant skills.

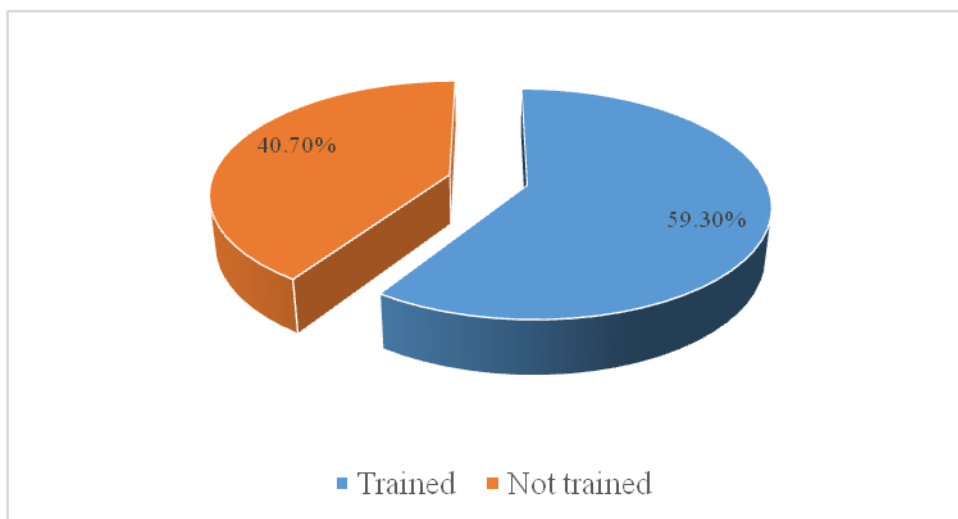
To the parents, there should be sensitization of the parents and they should provide teaching learning resources. There were no specialists to offer services such as

occupational therapy, physiotherapy social workers. The other challenge was finance because after the learner enrolled in school the parents expect the school to meet all expenses.

#### **4.4 Teachers Competency of Transition Preparedness by Learners with Physical Disabilities towards Employment**

##### **4.4.1 Teachers' Qualifications and Skills**

The second objective was to establish teachers' competency of transition preparedness by learners with physical disabilities towards employment. The three selected secondary schools had enough teachers however; the researcher thought that it was important to gauge the competency of the teachers by probing their academic qualification and areas of specialization in special needs education.



**Figure 4.5: Trained and untrained teachers in the area of Special Needs Education (Physical handicap)**

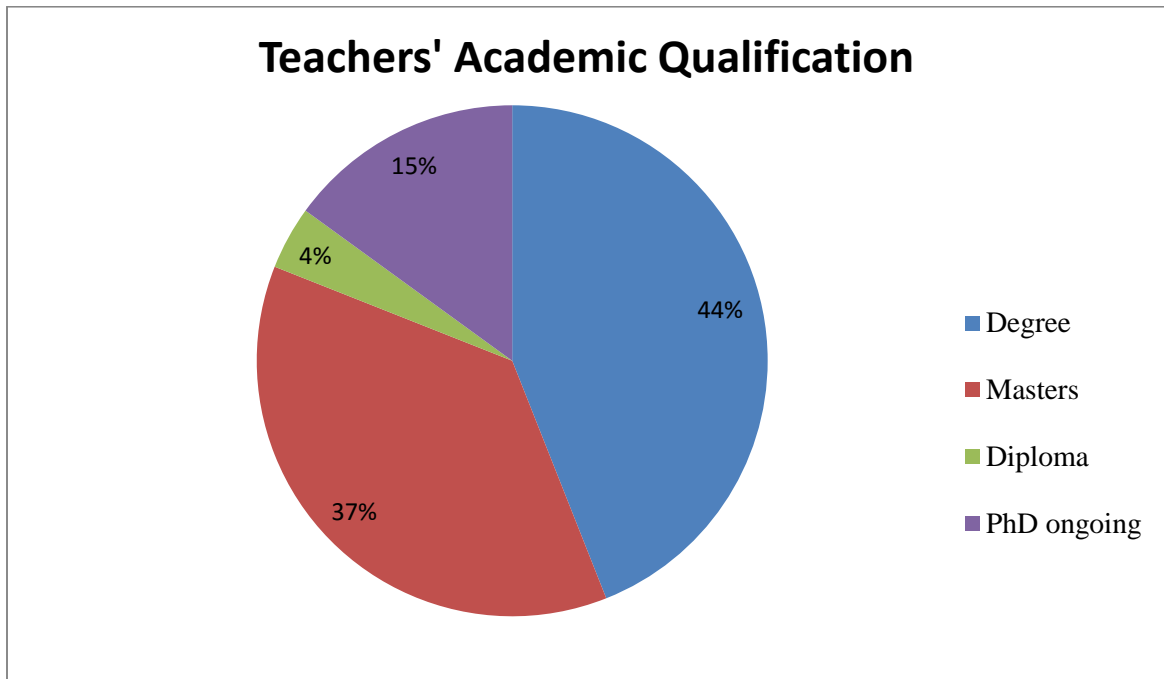
**Source: Research Data: 2016**

It was important for the researcher to establish if teachers are trained in the area of special needs education, which enhances their competence. Figure 4.5 shows the percent of teachers, trained in the area of Special Needs Education. Majority more than half of teachers sampled had a degree in education and the same time trained in special needs education in the area of physical disability and competently was teaching learners with physical disability competently. They were competent in that they could adapt relevant methods of teaching to suit the needs of these learners. Forty-one percent of the teachers did not have specialized training in the area of physical disabilities. This indicated that the minority of the teachers though trained in education had no skills and knowledge to handle learners with physical disabilities.

A research done by Heller, Dykes, Best and Cohen (1999) in the United States of America found that a large proportion (40%) of special education teachers certified to teach learners with physical disabilities do not feel prepared. They lacked essential knowledge and skills in about half of the competencies needed to educate learners with physical disabilities. The government of the USA advocated that teachers who teach learners with physical disabilities must possess specific skills and knowledge. They must be well versed in a range of instructional strategies, physical management, health maintenance environmental adaptations and assistive technology.

A study by Lee et al. (2011) in USA noted teachers trained in special education sometimes did not competently solve requirements of physically disabled learners. Poor perception of transition can make determined teachers to undervalue transition

approaches and weaken practices for strategizing for post-secondary choices including employment. Further, it indicated that training of the teachers in special needs education was vital because they acquire knowledge, skills appropriate to deal with the learners with physical disabilities, and perception towards them would be positive hence promoting their initiative to prepare them adequately to transit to the arena of employment.



**Figure 4.6: Teachers academic qualification**

**Source: Research Data: 2016**

The researcher further looked into the teachers' academic qualifications to establish whether their academic qualifications affected their perception. Figure 4.6 clearly indicate the qualifications of the teachers and majority of teachers had degrees, thirty-

seven per cent had Masters and fifteen percent were ongoing PhD students. The teachers who had degrees, masters and ongoing PhD students had a lot of knowledge about learners with physical disabilities hence could handle them efficiently. This indicated that teachers in these schools were academically qualified as stipulated by Teachers Service Commission that teachers teaching secondary schools should be degree holders and above.

The findings are in line with studies done in other parts of the World. For example, a study by Benitez, Morning and Frey (2009) suggested that teachers' competencies as well as teacher qualifications are inherent in transition planning best practices; therefore, teachers' qualification should be among areas addressed in teachers training programs. Secondary school special education teachers should have skills and knowledge to enhance transition competency to ensure that learners with physical disabilities receive quality transition preparedness that enables them to have opportunities that lead to reasonable quality of life. Notably, transition competence of teachers cannot succeed without collaboration with the families of learners with physical disabilities and external agencies.

**Table 4.7: Teachers' Opinion on teaching learners with Physical Disabilities in Special Schools**

| <b>Teachers opinion</b> | <b>Number of teachers (N = 54)</b> | <b>Percent</b> |
|-------------------------|------------------------------------|----------------|
| Always enjoy            | 14                                 | 26             |
| Sometimes enjoy         | 28                                 | 51.8           |
| Not at all              | 10                                 | 18.5           |
| Not sure                | 2                                  | 3.7            |
| <b>Total</b>            | <b>54</b>                          | <b>100%</b>    |

**Source: Research Data: 2016**

Based on objective two the competency of teachers was sought in conformity with their opinion towards transition preparedness by learners with physical disabilities. Table 4.7 shows the response twenty-six percent indicated that they always enjoyed teaching them; fifty-two percent sometimes, nineteen percent and four percent could not really explain how they felt when teaching them. More than half of the teachers reported that sometimes they enjoyed teaching learners with PD could be contributed by inability to handle these learners with physical disabilities especially if they are not trained in special needs education.

Findings showed that the teachers under study must be trained in the area of physical disability in special needs education to have knowledge and skills to teach these learners, for those who responded that they don't enjoy are teachers who are not trained in the area of special needs education. The findings concur with studies by Lubbers, Repetto and Mcarray (2008) which, concluded that special education teachers who were not equipped

to plan and deliver transitional services or confident in their capability to plan and deliver transitional services may perhaps contribute to the unfortunate outcome that learners with PD may demonstrate after school and they concur with the findings of the researcher.

#### 4.4.2 Methods Used by the Teachers

**Table 4.8: Teaching methods**

| <b>Method</b>                    | <b>Number of teachers<br/>(n = 54)</b> | <b>Percent</b> |
|----------------------------------|--|----------------|
| Diagnostic prescriptive approach | 22                                     | 81.5           |
| Group teaching                   | 3                                      | 11.1           |
| Peer teaching                    | 5                                      | 18.5           |
| Thematic teaching                | 15                                     | 55.6           |
| Question and answer method       | 22                                     | 81.5           |
| Team teaching                    | 3                                      | 11.1           |
| Field trip                       | 0                                      | 0.0            |
| Discussion method                | 22                                     | 81.5           |
| Exploratory method               | 1                                      | 3.7            |
| Demonstration                    | 21                                     | 77.8           |
| Role play                        | 4                                      | 14.8           |
| Task analysis                    | 19                                     | 70.4           |
| <b>Total N</b>                   | <b>54</b>                              | <b>100</b>     |

**Source: Research Data: 2016**

Table 4.8 shows the different methods teachers' use in delivering the content to establish competency in line with objective two to enhance learners' transition preparedness towards employment. Table 4.8 shows that in these three schools the teachers adapted

different methods of teaching depending on suitability and appropriateness on individual needs of these learners with physical disabilities.

The researcher identified the following teaching and learning methods or test-teach-test method. It is a method of providing appropriate approach to teaching and learning among individual learners after careful assessment of his/her educational needs. Group teaching also known as cooperative learning is a method of instruction that get students work in groups, peer teaching involves one or more students teaching other students, thematic teaching is an instructional method of teaching in which emphasis is given on choosing a specific theme for teaching one or many concepts.

Question and answer method is one in which teachers focus topic then set a question which a student answers hence reacts and then ask another question, team teaching involves a group of instructors working purposely, regularly and cooperatively to help a group students of any age. Field trip also known as excursion is a journey by a group of students to a place away from normal environment, discussion method is a group of activity involving the teacher and the student to define the problem and seek its solution involves listening, thinking as well as the speaking ability of the student.

Exploratory teaching method encourages learners to examine and investigate new materials with the purpose of discovering relationship between existing background knowledge and unfamiliar content and concepts. Demonstration method is used to communicate ideas with the aid of visuals such as flip charts. posters and power point

etcetera. Role-play is a technique that allows students to explore realistic situations by interacting with other people in a managed way in order to develop experience and trial strategies in a supported environment. Task analysis is teaching method in which a teacher breaks down a skill into smaller and more manageable components.

Table 4.8 shows different methods and how often teachers used them to deliver content to learners with physical disabilities. Majority of teachers used diagnostic prescriptive approach, question and answer and discussion method as a teaching strategy while seventy-eight per cent used demonstration methods, seventy per cent used task analysis; fifty-six used thematic teaching. Minority three per cent used exploratory method, eleven per cent used group teaching, eleven per cent used team teaching and fifteen per cent used role play and nineteen per cent used peer teaching. None of the teachers used field trip as a method of teaching.

The study noted that a well -prepared and committed teacher would not only provide the academic needs of the learners with PD but also cater for their physical, social, and emotional state to enable them to fit in the society after post-secondary education. From the findings, the study found out exploration methods was not at all used by teachers due to the nature of disabilities the learners have and this led to learners without disabilities to be disadvantaged because were treated equally with those with physical disabilities.

The teaching methods determined the approach a teacher may take to achieve learning objectives. Turnbull & Wilcox (2002) emphasized, “Instructional methods are the how

to” in the delivery of training. The methods used in any learning situation are primarily dictated by the learning objective determined by the course developers. To achieve good results in learning environment combination of teaching methods are combined to facilitate the learning experience.

#### **4.4.3 Teachers’ Gender Influence on their Teaching Methods Used on Transition Preparedness to Employment**

It was vital for the researcher to identify the influence the gender of the teachers had on teaching methods practiced in these schools. This was to establish the competency of teaching and methods used depending on the gender. This was in conformity with objective two to enhance teachers’ competency hence transition preparedness for learners with physical disabilities to employment. Gender influence on methods of teaching was researched using Pearson moment correlation analysis.

#### 4.4.4 Teachers Amount of Contact Time Spent and Methods of Teaching Learners with Physical Disabilities Predicted Employment Preparedness

**Table 4.9: Correlation matrix between duration time and teaching methods used by teachers**

|                                  |         | 1      | 2       | 3       | 4       | 5      | 6       | 7      | 8      | 9      | 10    | 11      | 12      |
|----------------------------------|---------|--------|---------|---------|---------|--------|---------|--------|--------|--------|-------|---------|---------|
| Taught learners with PD          | r-value | 1      | .265    | -.313   | .520**  | .055   | .384*   | -.313  | .108   | -.1s73 | .473* | -.197   | -.361   |
|                                  | P-value |        | .182    | .112    | .005    | .787   | .048    | .112   | .593   | .387   | .013  | .325    | .064    |
| Diagnostic prescriptive approach | r-value | .265   | 1       | -.742** | .227    | .149   | .806**  | -.135  | .509** | -.411* | .204  | -.875** | .317    |
|                                  | P-value | .182   |         | .000    | .254    | .458   | .000    | .502   | .007   | .033   | .308  | .000    | .107    |
| Group teaching                   | r-value | -.313  | -.742** | 1       | -.169   | -.395* | -.598** | .250   | -      | .555** | -.378 | .516**  | -.029   |
|                                  | P-value | .112   | .000    |         | .401    | .041   | .001    | .209   | .742** | .003   | .052  | .006    | .887    |
| Peer teaching                    | r-value | .520** | .227    | -.169   | 1       | -      | .282    | -.169  | .227   | -.093  | .255  | -.199   | -.735** |
|                                  | P-value | .005   | .254    | .401    |         | .533** | .154    | .401   | .254   | .643   | .200  | .320    | .000    |
| Thematic teaching                | r-value | .055   | .149    | -.395*  | -.533** | 1      | -.019   | -.395* | .149   | -.219  | .239  | -.047   | .399*   |
|                                  | P-value | .787   | .458    | .041    | .004    |        | .925    | .041   | .458   | .272   | .230  | .817    | .039    |
| Question and answer method       | r-value | .384*  | .806**  | -.598** | .282    | -.019  | 1       | -.060  | .371   | -.331  | .294  | -.705** | .171    |
|                                  | P-value | .048   | .000    | .001    | .154    | .925   |         | .767   | .057   | .091   | .137  | .000    | .393    |
| team teaching                    | r-value | -.313  | -.135   | .250    | -.169   | -.395* | -.060   | 1      | -.135  | .555** | -.378 | -.147   | -.029   |
|                                  | P-value | .112   | .502    | .209    | .401    | .041   | .767    |        | .502   | .003   | .052  | .463    | .887    |
| Discussion method                | r-value | .108   | .509**  | -.742** | .227    | .149   | .371    | -.135  | 1      | -.411* | .204  | -.338   | -.101   |
|                                  | P-value | .593   | .007    | .000    | .254    | .458   | .057    | .502   |        | .033   | .308  | .085    | .618    |
| Exploratory method               | r-value | -.173  | -.411*  | .555**  | -.093   | -.219  | -.331   | .555** | -.411* | 1      | .105  | -.082   | -.302   |
|                                  | P-value | .387   | .033    | .003    | .643    | .272   | .091    | .003   | .033   |        | .603  | .685    | .125    |
| Demonstration                    | r-value | .473*  | .204    | -.378   | .255    | .239   | .294    | -.378  | .204   | .105   | 1     | -.279   | -.347   |
|                                  | P-value | .013   | .308    | .052    | .200    | .230   | .137    | .052   | .308   | .603   |       | .159    | .076    |
| Role play                        | r-value | -.197  | -.875** | .516**  | -.199   | -.047  | -.705** | -.147  | -.338  | -.082  | -.279 | 1       | -.186   |
|                                  | P-value | .325   | .000    | .006    | .320    | .817   | .000    | .463   | .085   | .685   | .159  |         | .353    |
| Task analysis                    | r-value | -.361  | .317    | -.029   | -.735** | .399*  | .171    | -.029  | -.101  | -.302  | -.347 | -.186   | 1       |
|                                  | P-value | .064   | .107    | .887    | .000    | .039   | .393    | .887   | .618   | .125   | .076  | .353    |         |
|                                  | N       | 27     | 27      | 27      | 27      | 27     | 27      | 27     | 27     | 27     | 27    | 27      | 27      |

**Source: Research Data: 2016**

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

1- I have taught learners with physical disabilities for, 2- diagnostic prescriptive approach, 3- group teaching, 4- peer teaching, 5- thematic teaching, 6- question and answer method, 7- team teaching, 8- discussion method, 9- exploratory method, 10- demonstration, 11- role play, 12- task analysis

Table 4.9 was used to demonstrate the relationship between amount of time spent by teacher with the learners with physical disabilities and the methods they used to deliver the content. It was important for the researcher to investigate how long the teachers have taught the learners with physical disabilities and the methods they employed in teaching and if it enhanced transition preparedness of these learners towards employment.

The findings established that the length of time enhanced teachers' experience hence applying appropriate methods of teaching which contributed to their competent. The study found teachers who have taught for a few years such as less than five years significantly used peer teaching methods ( $r = 0.520$ ,  $P = 0.005$ ), demonstration ( $r = 0.473$ ,  $P = 0.013$ ) and question and answer method ( $r = 0.384$ ,  $P = 0.048$ ). The three methods indicate there was a strong relationship and positive correlation between amount of time spent by teachers and methods used by teachers.

The study found out teachers who spent more time with their learners understood them better and were able to prepare them adequately by giving them relevant skills depending on the type of disability they have. This showed that there was significant positive relationship between amount of time, methods of teaching and teachers' perception on transition preparedness for learners with physical disabilities to employment. A study conducted by Williams-Diehm and Lynch (2007) in USA established that learners with physical disabilities felt that their competencies in transition to employment can be enhanced if teachers could improve their teaching strategies. Williams-Diehm and Lynch study concur with researcher's findings in that teaching strategies could be improved if

teachers teaching learners with PD can make authentic attempts to guide learners with physical disabilities into careers exposure and opportunities to understand job types.

Further, the findings confirmed what Fullerton, Ruben, McBride and Bert (2011) found in their studies: those special trained teachers emerge with greater versatility and compensatory strategies because of participation in merged teacher's preparation program. Teachers who get more contact time with learners who have physical disabilities ensured that they were exposed to the appropriate pedagogy towards meeting the unique needs of learners with physical disabilities in order to nurture them prior to entering the profession or any employment.

The study found that majority of the teachers were of the opinion that the number of years spent teaching learners with physical disabilities enabled them to have positive perception and were able to cope and prepare them depending on severity of their disabilities.

**Table 4.10: Teachers' perception on transition preparedness towards employment of learners with physical disabilities were influenced by availability of teaching learning resources**

| <b>Influence</b>      | <b>Number of teachers (n = 54)</b> | <b>Percent</b> |
|-----------------------|------------------------------------|----------------|
| Always influenced     | 10                                 | 18.5           |
| Sometimes influenced  | 36                                 | 66.7           |
| Not influenced at all | 8                                  | 14.8           |
| <b>Total</b>          | <b>54</b>                          | <b>100%</b>    |

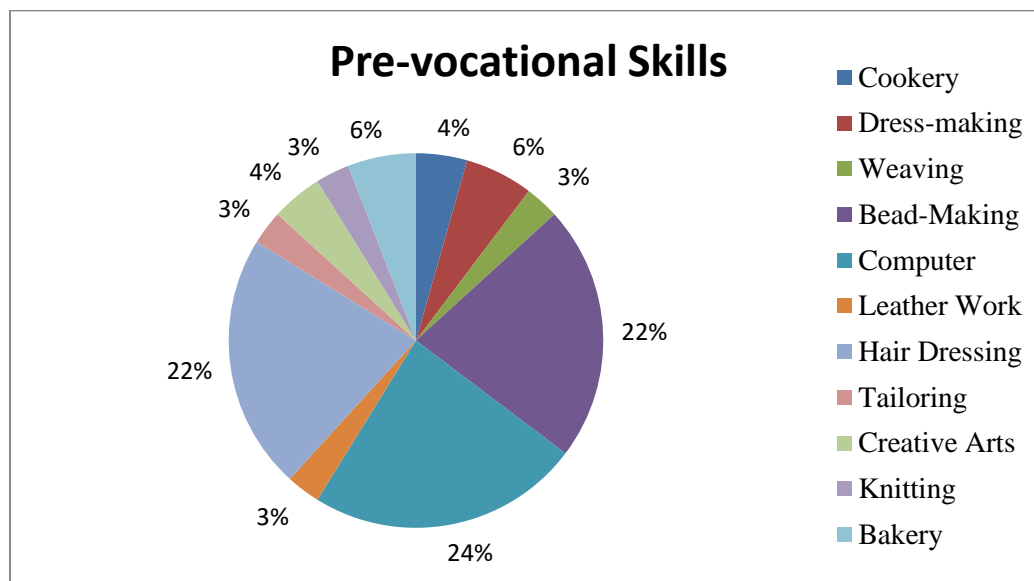
**Source: Research Data: 2016**

Table 4.10 shows the percent of teachers who were of the opinion that learning resources influenced their perception thereby affecting their competency in teaching was affected. Emphasize on objective two was further sought to establish teachers views on their competency to teach learners with PD. The study showed teachers' competency on preparation of learners with physical disability was influenced by the availability of teaching resources that enhance transition preparedness of learners towards employment.

Nineteen percent stated that their competency was always influenced by the availability of learning materials during pre-vocational activities, majority of teachers stated that they were sometimes influenced by the availability of learning resources, fifteen indicated that they were never influenced by the availability of the teaching resources. This meant their perception towards learners with physical disabilities could not change whether there were learning materials or not.

The results the researcher got from the study confirmed that the learning resources had a lot of effect on teachers' competency and this contributed a lot to their transition preparedness of learners with physical disabilities to employment. Republic of Kenya (2009) under the Framework for Action on SNE recommended that appropriate and affordable technology should be used when necessary to enhance success in the school curriculum and to aid communication, mobility and learning therefore, the school should make effort to provide for these learners with physical disabilities.

#### 4.5 Learners with PD Views on Pre-vocational Skills Taught for Transition Preparedness towards Employment



**Figure 4.7: Pre-vocational skills learnt by learners with physical disabilities**

**Source: Research Data: 2016**

Table 4.7 shows pre-vocational skills learners with physical disabilities learn in the selected schools under study. Pre-vocational activities were important to the learners

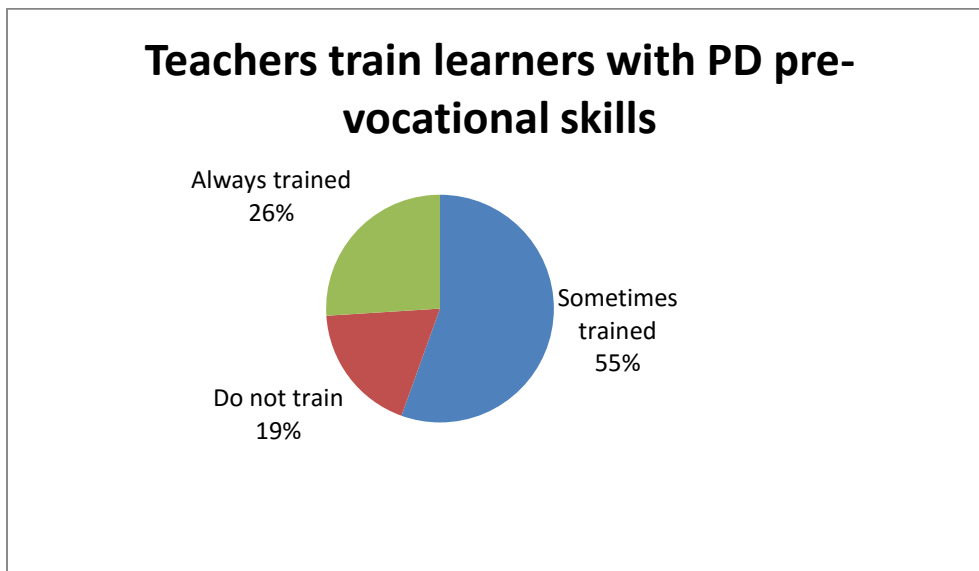
because they enhanced transition towards employment after post-secondary education. The researcher sought learners' views on pre-vocational skills in their school in line with objective three as to what activities they were carrying out and how they enhanced their transition preparedness. It was established that majority of learners with physical disabilities undertake bead making twenty percent computer twenty four percent and hairdressing twenty two percent.

Other courses such as cookery, tailoring, weaving creative arts had low entry of learners with physical disabilities. According to Framework for Action promulgated in Spain in (1994) young people with special educational needs help to make an effective transition from school to adult working life. However, schools should assist them to become economically active and provide them with skills needed in everyday life offering training in skills, which accord to the social, and communication demands for appropriate training technologies including direct experience in real life situations outside schools.

Curricula for learners with special educational needs in secondary schools should include specific transitional programs, support to enter higher education whenever possible and subsequent vocational training preparing them to function as independent contributions as member of their community after leaving school. In this regard, it is important for learners with physical disabilities in secondary schools to be trained pre-vocational skills because it enhances independent and self-employment.

From the ongoing discussion, special secondary schools requires teachers who have trained in pre-vocational training while they are studying in higher institutions to enhance their competency when teaching in these schools with learners with physical disabilities. In planning and delivering transition services and training, getting into the profession without full certification or via alternative paths may make special education teachers to feel that they not well equipped to adequately use transition services such deficiency has been noted in the study done by (Morningstar & Clark, 2003).

It was of interest to the researcher to find out the percent of teachers who train pre-vocational activities in the selected schools to conform to objective three of views of learners with PD on pre-vocational skills imparted on them.



**Figure 4.8: Teachers train learners with physical disabilities pre-vocational activities**

**Source: Research Data: 2016**

Figure 4.8 shows responses of teachers who train pre-vocational skills twenty six per cent (26%) said that they always teach different types of pre-vocational activities such as bead making; hairdressing computer, cookery, bakery and tailoring. Fifty five percent (55%) said that sometimes they teach pre-vocational activities, while nineteen percent (19%) do not train at all. The study established that the learners learnt pre-vocational skills to enhance their transition preparedness and teachers admitted that they train learners' different pre-vocational skills to enhance transition preparedness to employment after school echoed this.

A study done by Sitlington, Nerbert & Clark (2010) in Germany revealed that a number of studies had established that the transition to employment by persons with disabilities can be positively affected by work-related learning programs carried out in schools. Further, the government of Germany recommended that integration of vocational and training is important for learners with special education needs including those with physical disabilities, so as to create the opportunities to access mainstream provision during their education and their future working life. Pre-vocational activities are important to learners with special education needs during the time they are in schools.

#### 4.5.1 Correlation Analysis on the Influence of the Teachers' Competency and Pre-Vocational Training

**Table 4.11: Correlation matrix table for the influence of the teachers' competency and Pre-vocational training skills**

|   |                 | 1         | 2         | 3       | 4       |
|---|-----------------|-----------|-----------|---------|---------|
| I have taught learners with physical disabilities for   | r-value         | 1         | -.632(**) | -.091   | -.158   |
|   | Sig. (2-tailed) | .         | .000      | .650    | .430    |
| I am trained to teach learners with physical disabilities for:                                  | r-value         | -.632(**) | 1         | .000    | .098    |
|   | Sig. (2-tailed) | .000      | .         | 1.000   | .627    |
| I prepare Individualized Education Program (IEP) for each learner to enhance transitional goals | r-value         | -.091     | .000      | 1       | .433(*) |
|   | Sig. (2-tailed) | .650      | 1.000     | .       | .024    |
| I train learners with PD pre- vocational skills to enhance transition preparedness              | r-value         | -.158     | .098      | .433(*) | 1       |
|   | Sig. (2-tailed) | .430      | .627      | .024    | .       |
| N   |                 | 54        | 54        | 54      | 54      |

**Source: Research Data: 2016**

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

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

- 1- I have taught learners with physical disabilities for
- 2- I am trained to teach learners with physical disabilities for:
- 3- I prepare Individualized Education Program (IEP) for each learner to enhance transitional goals
- 4- I train learners with PD pre- vocational skills to enhance transition preparedness

Table 4.11 shows the relationship between teachers' competency and pre-vocational skills. There is strong relationship between these two variables. Teachers who are trained in special education trained learners pre-vocational skills which enhance transition preparedness to employment. Correlation coefficient value is more than +1 indicating a strong relationship at ( $r=1$ ). The period of time and pre-vocational training has no influence on teachers' competency ( $r = - .632$ ).

Teachers and learners with physical disabilities results were triangulated with interviews schedule guide results both emphasized that pre-vocational skills were vital for the learners with physical disabilities. For instance, at Joyland secondary school the principal explained that they have started a canteen for selling products the learners with physical disabilities cook such as 'mandazi', this enhanced cookery skills for these learners, which they could use even after school.

Pearson's moment correlation analysis sought to establish if teachers training learners with physical disabilities pre-vocational skills influenced teachers' perception and if it enhanced transition preparedness to employment with the teaching methods used. The result showed that teachers who train learners with physical disabilities pre-vocational skills enhanced transition preparedness and it did not significantly affect methods of teaching.

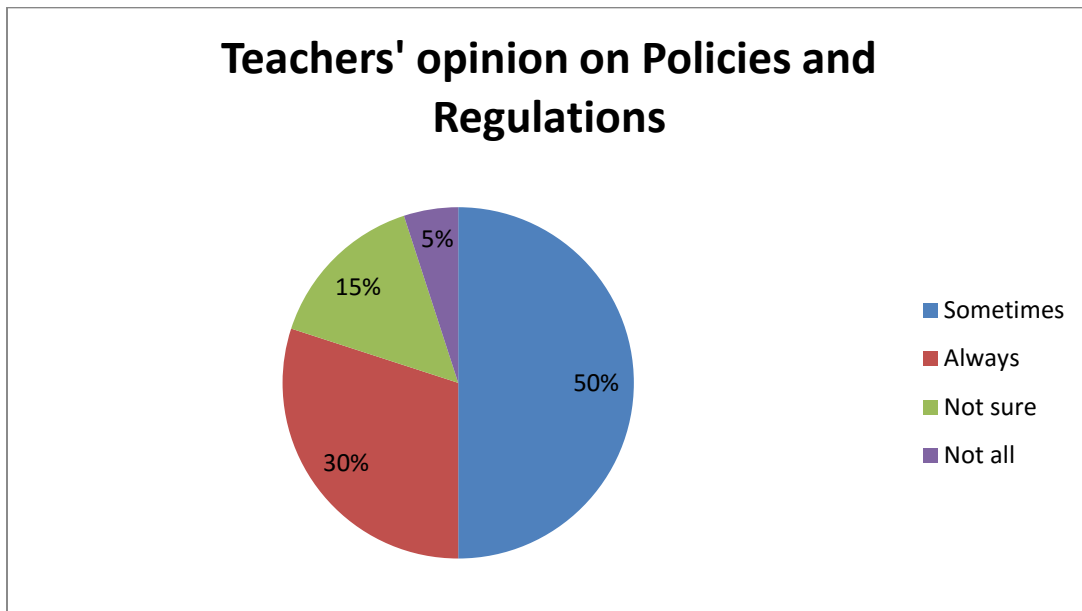
A study done by Wehman (2013) in USA showed that learners with physical disabilities especially those with significant disabilities, needed to be taught skills related to self-independence such as mobility, activities of daily living among others to enable them to transit to employment through community-based instruction as well as paid work. Evidence of skill deficits among learners with physical disabilities is most apparent in countries where quotas for employing persons with disabilities are not met because of low education and skill levels (ILO, 2011.P.10). The complexity of unemployment perhaps compounded by lack of transferable skills from teachers to learners with physical

disabilities (Watts, 2009) was acquired through education and training or lack of lifelong career guidance (Fiederman, 2008).

Using Pearson moment correlation analysis on the teachers' competency on knowledge and skills about pre-vocational training objective 3 further sought the result of the teacher's individual competency. It showed that teachers who are trained in special needs education and specialized in physical handicap had skills on training pre-vocational skills ( $r = 0.632$ ,  $P = 0.0001$ ).

#### **4.6 Establish Teachers Opinion on implementation of Special Needs Education Policies and Regulations of Transition Preparedness towards Employment**

The fourth objective sought to ascertain teachers' opinion on implementation of policies and regulations enacted in Kenya to enhance transition preparedness learners with disabilities in school and employment sectors.



**Figure 4.9: Teachers opinion on policies and regulations**

Objective four sought to find out teachers' opinion on policies and laws enacted in Kenya to enhance learners with physical disabilities towards employment. Figure 4.9 showed that half of the teachers agreed that policies and regulations sometimes it enhances, thirty percent said always, 15%not sure while 5%not at all. The findings conformed with a study done by Vaughn, & Schumm, (2010) in USA which noted that the general teacher is expected to make the necessary accommodation to the curriculum for the learners with disabilities to meet academic standards and also to prepare learners with special needs education to be independent after school. In this regard, a professional teacher working on daily basis with learners with special needs education should be aware of legislation that influence their eligibility for services from birth through age 21 years. The Individualized Disability Education Act enacted to protect the rights of PWDs in USA

emphasizes school personnel should not only understand special education laws but should have experience implementing them in the classroom.

**Table 4.12: Learners opinion on the government policies and regulations enabling them to be absorbed in labor market**

| <b>Opinion</b>     | <b>Number of learners<br/>(n = 83)</b> | <b>Percent</b> |
|--------------------|--|----------------|
| Always enable them | 20                                     | 24             |
| Sometimes          | 50                                     | 60.2           |
| Not at all         | 6                                      | 7.4            |
| No idea            | 7                                      | 8.4            |
| <b>Total</b>       | <b>83</b>                              | <b>100%</b>    |

Table 4.12 shows the responses the researcher got through the questionnaires asked the learners to state if the government policies and regulations would help them to be absorbed in the labor market. The responses from the learners with physical disabilities were of different opinion regarding the policies and regulations enacted for them twenty four per cent would always enable them to get employment after school sixty per cent said sometimes seven per cent not at all while eight per cent had no idea about policies or regulation. A study by Kamere (2004) done in Kenya on learners with physical disabilities concurs with the opinion of learners with PD who felt that although the policies and regulations are in place in Kenya to get employment was not easy, Kamere noted that the society view the persons with special needs individuals as less able and

incapable. They are also viewed as lesser or non-productive citizens who cannot contribute much to the development of the country.

#### **4.6.1 Policies to Protect Education for Learners with Physical Disabilities Result from the Interview with School Administrators**

This was further to elaborate objective four on the views of administrators on policies and regulations implemented in Kenya to protect learners with disabilities on transition preparedness. The responses during the interview schedule administered to the school administrators found out that there were laws such as Disability Act of 2004 and Special Needs Education 2009 enacted in Kenya to protect education for learners with special education needs.

The policies and regulations recommend that learners with special needs including those with physical disabilities should learn in the least restricted environment by they of physical, social, and psychological nature. The administrators admitted that it was vital to modify the environment especially the infrastructure to meet individual physically disabled learners' needs.

The study found that in the three selected schools the infrastructure such as toilets were modified to suit the needs, for wheelchairs users, there were rails and ramps to facilitate easy mobility within the school buildings. Apart from academic work, they have enhanced the skills of the learners with PD, the computer lessons, which were compulsory for all learners with and without physical disabilities. To meet the needs of

individuals with disabilities, the schools have modified the curriculum to suit the needs of the learners although it has become broad because it includes theory and practical lessons.

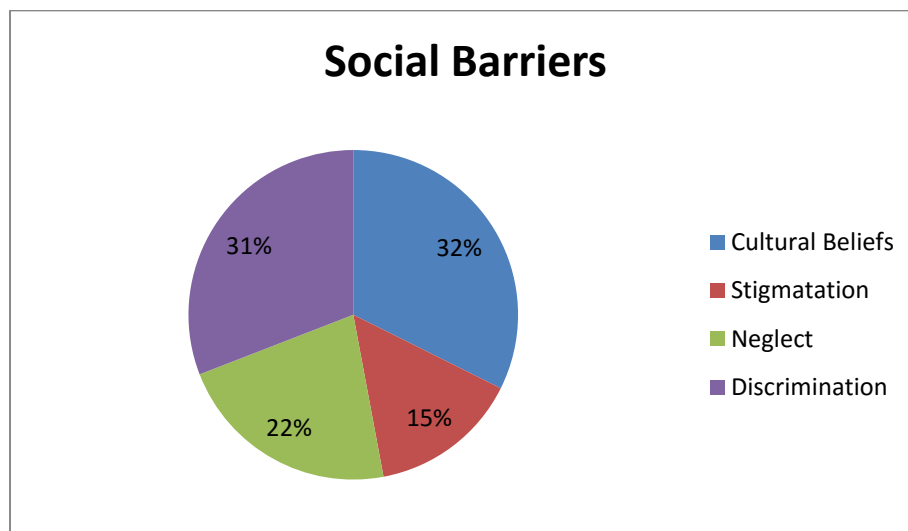
Regarding teaching strategies: teachers develop individualized education programs (IEP) to suit the needs of each learner who has physical disabilities. Pre-vocational skills: subjects such as computer skills, dressmaking, cookery, drawing and art were taught. To cater to all these lessons there have been some difficulties like a time limit on the school timetable, the rigidity of the school curriculum, the attitude of students themselves, lack of knowledge and skills especially teachers who are not trained in special education. The teachers' incompetency in their state of mind affects their dedication to work hence influence their perceptions to prepare learners with physical disabilities for employment transition.

Results indicated that there were many subsidies to increase the learners' access to special grants, which took care of supportive staff, teacher aides, specialist professionals and psychotherapists. School administrators stated that people do understand the employment needs of these learners with physical disabilities. However, they pointed out that teachers attend refresher courses that are short and only for three months that may not influence teachers' perception. Morningstar and Kleinhammer-Tramil (2005) documented that special educators were not entirely ready to deliver services to learners with disabilities as mandated under IDEA (2004). They argued that one might join teaching learners with

disabilities without complete certification or through an alternate route may contribute to special education teachers feeling ill equipped to employ transition services successfully.

#### **4.7 Challenges Faced by Learners with Physical Disabilities in Transition Preparedness towards Employment**

The fifth objective sought to establish challenges faced by learners with physical disabilities during transition preparedness towards employment.



**Figure 4.10: Social barriers**

**Source: Research Data: 2016**

The researcher identified social barriers as shown in Figure 4.10 that learners with physical disabilities experienced in their schools as they are preparing for the transition towards employment. The majority of the learners thirty- two percent said that cultural beliefs are one of the challenges they encounter from teachers in which they believe that a person with physical disabilities cannot be independent and cannot get employment.

Thirty -one percent indicated that there was discrimination; twenty-two percent indicated that they were neglected and fifteen percent indicated that they felt stigmatized.

The above social barriers were within the surroundings thus: the teachers, schoolmates, and workers could have influenced the teachers' perception in the school in one way or another, which hinders preparing them adequately to transit towards employment after school. A study done by Kamere (2004) noted that special needs education learners including those with physical disabilities have remained a neglected lot, with their needs taking a back seat in the country's developmental agenda. She noted further that there was a compelling need to incorporate the medical and rehabilitation aspect into the education of learners with physical disabilities.

**Table 4.13: Access school premise**

| <b>Access to premises</b> | <b>Number of learners</b> | <b>Percent</b> |
|---------------------------|---------------------------|----------------|
| Always access easily      | 29                        | 34.94          |
| Sometimes access easily   | 40                        | 48.19          |
| Do not at all access      | 12                        | 14.5           |
| No idea                   | 2                         | 2.5            |
| <b>Total</b>              | <b>83</b>                 | <b>100%</b>    |

**Source: Research Data: 2016**

The researcher further examined objective five to find out if environmental factors were a hindrance to learners access the school buildings easily. Table 4.13 shows learners' responses that thirty- five percent always accesses the premises easily, forty-eight percent

indicated that sometimes they access easily, and fifteen percent indicated that they do not access while three percent had no idea.

Learners with physical disabilities may experience a range of different mobility impairment depending on the type of physical disabilities they have and this may require accommodation in school barriers such as stairs curbs, narrow walkways, heavy doors and rough pathways that can be a hindrance to them. Due to different types of PD, some learners may have restrictions in their capacity to sit, bend, stand, walk or lift things such as books. Timely movement is a major concern to learners on crutches, wheelchairs, walkers, canes, braces, or other aid.

**Table 4.14: Completion of Task**

**Teachers' opinion on task completion by learners with physical disability**

| <b>Completion of task</b> | <b>Number of teachers<br/>(n = 54)</b> | <b>Percent</b> |
|---------------------------|--|----------------|
| Always complete           | 4                                      | 7.4            |
| Sometimes complete        | 36                                     | 66.7           |
| Do not complete at all    | 14                                     | 25.9           |
| <b>Total</b>              | <b>54</b>                              | <b>100%</b>    |

**Source: Research Data: 2016**

Table 4.14 shows the teachers' opinion on completion of tasks they gave the learners with PD this was to conform with objective five which sought to establish if time allocation to

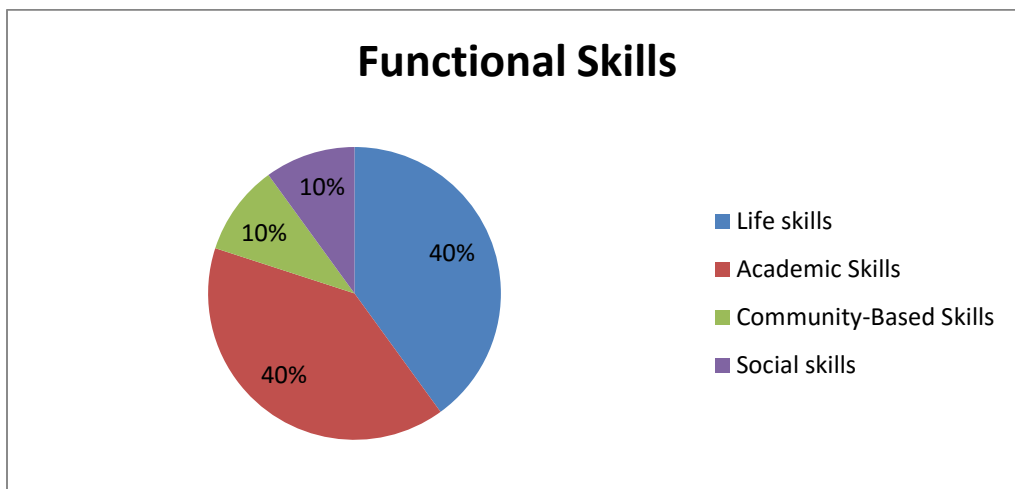
complete a task was adequate for learners with PD and how it influenced teachers' perception on transition preparedness towards employment. The ability to complete a task was determined by the type of physical disabilities the learners had, for example, a learner who was amputated would take a longer time to write using a foot or mouth.

Teachers were asked if allocated time on the timetable for each subject was enough for learners with a physical disability to complete a given task seven percent stated that the learners with physical disability always completed tasks assigned to them within the same time as those without physical disabilities. The majority of the teachers more than half stated that these learners sometimes do not complete their tasks within the same time as those without disabilities; while twenty-six percent said they do not complete the tasks within a given time as well as the learners without any physical disability. Those special schools were ranked with others in the country. The teachers felt discouraged because they were not performing like other learners without disabilities.

The researcher has also noted that the current common curriculum developed at the Kenya Institute of Curriculum Developed (KICD) significantly disadvantages the learners with physical disabilities. The curriculum developed at KIDC is to prepare learners with knowledge and minimal skills, which contribute a lot in the competencies of teachers because most subjects learned in Universities, are theoretical.

Further, due to the common curriculum, all students in the Republic of Kenya face the same mode of assessment in which the candidates have to sit, write and pass

examinations. In conclusion, the researcher found out those teachers who had the education to teach specially learners with physical disabilities were proficiently confident to divert from the rigid curriculum and emphasize on other subjects such as life skills, activities of daily living and pre-vocational skills.

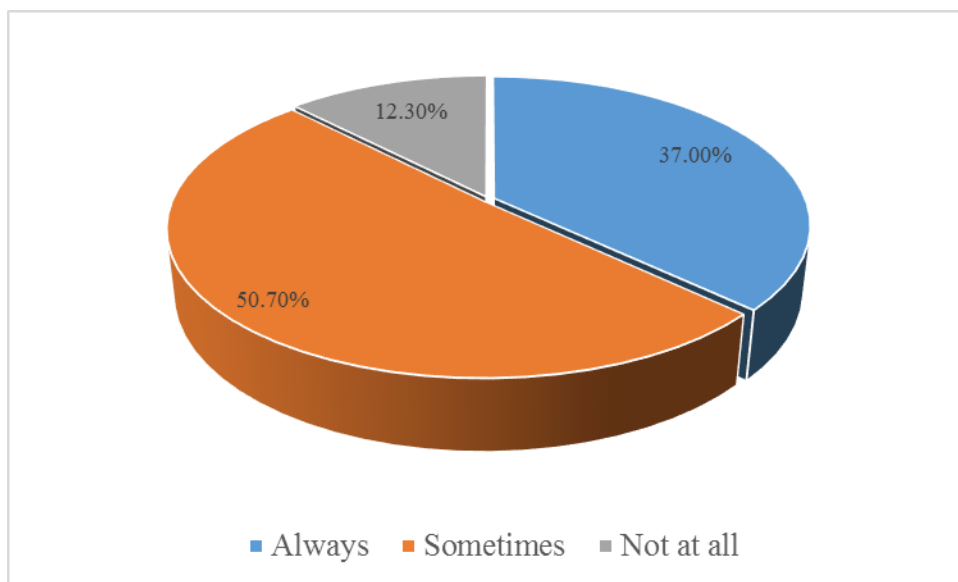


**Figure 4.11: Functional skills for learners with PD**

**Source: Research Data: 2016**

Figure 4.11 shows the functional skills taught in special secondary schools hoped to enhance transition preparedness towards employment. Life skills accounted for forty percent, academic skill forty percent community-based skills ten percent and social skills ten percent this was important to the researcher to establish the extent to which functional skills learned by learners with physical disabilities contributed to their independence in the society.

The functional skills taught in these schools concur with studies carried out in Germany whereby, the government advocated that a curriculum for teaching learners with special needs should include workplace behavior, occupational skills such as bathing, feeding, mobility and career awareness. Learners with PD are to be conversant with what they are expected of them after leaving school these learners are expected to be provided with work exploration opportunities to help them to develop their interest and become active in the development of skills vital to a transition that is successful (European Agency for Development in Special Needs Education, 2012).



**Figure 4.12: Cognitive level of Reading**

**Source: Research Data: 2016**

Figure 4.12: shows the reading ability of the learners, which was important to the researcher to examine the cognitive level for reading for the learners with physical disabilities as a factor in their choice of career after secondary school. Half of the

learners responded that their ability to read sometimes would help them to apply for appropriate jobs. Thirty-seven percent said that ability to read would always help them apply for an appropriate job while twelve percent said that it would not at all enhance job seeking. The ability to read and understand the content helped learners with PD to apply for an appropriate job after school. Ruschn & Braddock (2004) carried out a study in the USA on transitional competence for learners after post-secondary education and they established that preparing individuals with physical disabilities to compete for jobs once they graduate from high schools is a challenging goal for many schools. When learners with physical disabilities are underprepared for the workforce, they find it difficult to secure work.

**Table 4.15: Cross-tabulation showing learners' ability to read helping them to apply for appropriate jobs with the categories of disability**

|                        |                         | Ability to read will help to apply for appropriate jobs |           |            | Total |        |
|------------------------|-------------------------|---|-----------|------------|-------|--------|
|                        |                         | Always  | Sometimes | Not at all |       |        |
| Category of disability | Orthopedic              | Count   | 4         | 12         | 2     | 18     |
|                        |                         | %   | 22.2%     | 66.7%      | 11.1% | 100.0% |
|                        | Neurologic              | Count   | 3         | 10         | 2     | 15     |
|                        |                         | %   | 20.0%     | 66.7%      | 13.3% | 100.0% |
|                        | Other health impairment | Count   | 8         | 9          | 2     | 19     |
|                        |                         | %   | 42.1%     | 47.4%      | 10.5% | 100.0% |
|                        | None                    | Count   | 9         | 5          | 1     | 15     |
|                        |                         | %   | 60.0%     | 33.3%      | 6.7%  | 100.0% |
| Total                  |                         | Count   | 24        | 36         | 7     | 67     |
|                        |                         | %   | 35.8%     | 53.7%      | 10.4% | 100.0% |

**Source: Research Data: 2016**

Table 4.15 shows the relationship between the ability to read and category of disability the learners have and its effects on transition towards employment. Learners with other health impairments accounted for forty- two percent. The ability to read would always assist them to get appropriate jobs. Learners with orthopedic and neurological impairment accounted for sixty-seven percent sometimes reading ability would enhance them to get appropriate jobs.

#### **4.7.1 Choice of Career by the Learners with Physical Disability is Influenced by Cognitive Ability and have Influence on Transition Preparedness to Employment**

**Table 4.16: Learners limitation of career choice after school due to their disability**

| <b>Limitation</b> | <b>Number of learners (n=83)</b> | <b>Percent</b> |
|-------------------|----------------------------------|----------------|
| Always limited    | 16                               | 19.3           |
| Sometimes limited | 30                               | 36.1           |
| Not limited       | 27                               | 32.5           |
| No idea           | 10                               | 12.1           |
| <b>Total</b>      | <b>83</b>                        | <b>100%</b>    |

**Source: Research Data: 2016**

Table 4.16 shows learners' responses to the limitations of career choice were due to their disabilities. It was important for the researcher to examined further objective five to establish if the choice of career was a challenge to learners due to their inability. Thirty-six percent said that sometimes the disability they had was a hindrance to career choice., nineteen percent stated that they are always limited by the condition they have, thirty-

three percent are not limited at all in their career choices due to their disability while, ten percent had no idea of what they would wish to become after school.

A study done by Loprest and Maag, (2001) noted that persons with disabilities encounter many barriers and decide to enter or re-enter the workplace, employment, or job. Some of these barriers described as external as they involved environment and workplace support such as transport, accommodation and job opportunities. The findings concur with Loprest and Maag study because learners with physical disabilities are unable to carry out some tasks due to the severity of disability they have.

**Table 4.17: Learners with physical disabilities self-evaluation on ability**

| <b>Statement</b>   | <b>Always</b>  | <b>Sometimes</b> | <b>Not at all</b> | <b>Do not know</b> |
|--|----------------|------------------|-------------------|--------------------|
| Functional skills I have learnt enhance me to perform activities of daily living independently | 25<br>(30.1%)  | 45<br>(54.2%)    | 5<br>(6.02%)      | 8<br>(9.3%)        |
| Mobility will help me to work Independently  | 32<br>(38.56%) | 36<br>(43.4%)    | 9<br>(10.8%)      | 3                  |
| Equally ambitious to work as those persons without disabilities                                | 41<br>(49.4%)  | 33<br>(39.75%)   | 9<br>(10.8%)      | -                  |

**Source: Research Data: 2016**

The researcher dealt further with objective five by inquiring the ability of learners with physical disabilities on different tasks they perform to aggravate self-independence and esteem table 4.17 shows responses of physically disabled learners in three selected

schools. The majority said that sometimes functional skills enhance transition preparedness thirty percent said it always enhance, six percent said that functional skills do not enhance at all, eight percent said they do not know anything about functional skills and how it would enhance influence functional skills. The researcher enquired from the learners about their ability to compete with learners without half of the learners stated that their ability to read would sometimes help them apply for appropriate jobs.

However, thirty-seven percent stated that it would always help them to apply for jobs, forty-nine percent (49%) believed that they are always equally ambitious to work as those persons without disabilities. Only eleven percent (11%) did not believe that they are equally ambitious as learners without a disability. Mobility factors and transition towards employment thirty-nine percent (39%) said would enhance, forty-three percent 43% sometimes and eleven percent (11%) not at all. The rate of employment of physically disabled learners after school remained far lower than that of their counterparts without disabilities, (Wagner et al., 2005).

**Table 4.18: Correlation Matrix showing learners perception of their ability and transition to employability**

|  |                                     | 1     | 2     | 3        | 4        | 5     |
|--|-------------------------------------|-------|-------|----------|----------|-------|
| Functional skills I have learnt enhance me to perform activities of daily living independently | Pearson Correlation Sig. (2-tailed) | 1     | .182  | .191     | .194     | -.037 |
| Ability to read will help to apply for appropriate jobs  | Pearson Correlation Sig. (2-tailed) | .123  | 1     | .106     | .101     | .753  |
| Understanding the career choice will enhance my transition to employability easily             | Pearson Correlation Sig. (2-tailed) | .182  | .000  | 1        | -.038    | .177  |
| Knowledge and skills I have acquired will lead me to fit in society well                       | Pearson Correlation Sig. (2-tailed) | .123  | .1000 | .749     | .134     | .134  |
| My choice of career after school is very limited due to the disability I have                  | Pearson Correlation Sig. (2-tailed) | .191  | .000  | 1        | .305(**) | -.183 |
|  |                                     | .106  | 1.000 | .        | .009     | .121  |
|  |                                     | .194  | -.038 | .305(**) | 1        | -.208 |
|  |                                     | .101  | .749  | .009     | .        | .078  |
|  |                                     | -.037 | .177  | -.183    | -.208    | 1     |
|  |                                     | .753  | .134  | .121     | .078     | .     |
|  | N                                   | 73    | 73    | 73       | 73       | 73    |

**Source: Research Data: 2016**

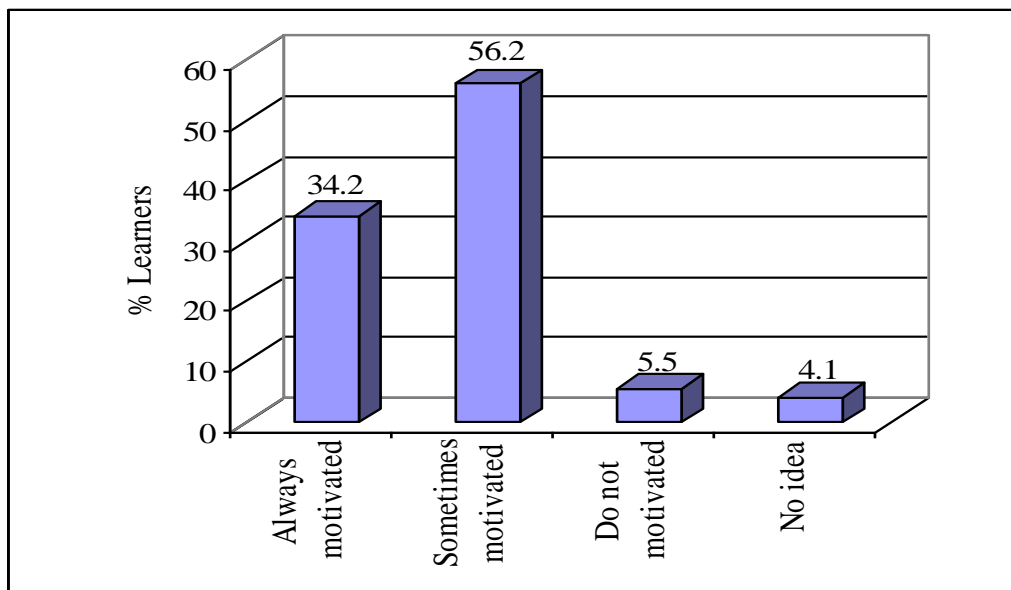
\*\* Correlation is significant at the 0.01 level (2-tailed).

- 1- Functional skills I have learnt enhance me to perform activities of daily living independently
- 2- Ability to read will help to apply for appropriate jobs
- 3- Understanding the career choice will enhance my transition to employability easily
- 4- Pre-vocational skills I have acquired will lead me to fit in society well
- 5- My choice of career after school is very limited due to the disability I have

Table 4.18 shows the relationship between learners with physical disabilities and transition towards employment Pearson's moment correlation coefficient was used to

establish the relationship in the learners with PD on the challenges affecting their transition preparedness to employability. The results revealed that, learners who believe that the functional and pre-vocational skills they had acquired will lead them to fit in the society.

The result showed there were strong relationship and positive correlation significantly ( $r = 0.305$ ,  $P = 0.009$ ). However, negative correlation between the choice of career after school which is limited due to the condition of the disability the learner has and transition to employment ( $r = -0.037$ ,  $p = 0.753$ ). This means the relationship between this variable is very weak.



**Figure 4.13: Learners with Physical Disabilities Opinion on Policy and Legislations**

**Source: Research Data: 2016**

Figure 4.13 was formulated to expound objective five on challenges facing learners with physical disabilities regarding policies and regulations concerning transition preparedness to employment. This conformed to laws against discrimination on PWDs in employment. The learners' responses to whether policies enacted in Kenya motivate them to get jobs, thirty-two percent said that they are always motivated, fifty-two percent sometimes motivated six percent not motivated and four percent no idea. PWDs have a right to employment without discrimination. The Constitution of Kenya (2010) reserving a 5% opportunity for employment to PWDs. The learners (56 %) believed that due to government laws they will get jobs after school while (34 %) said always the government will consider them and (5%) said that the reservation of job opportunity, not a guarantee while (4%) had no idea about government reservations.

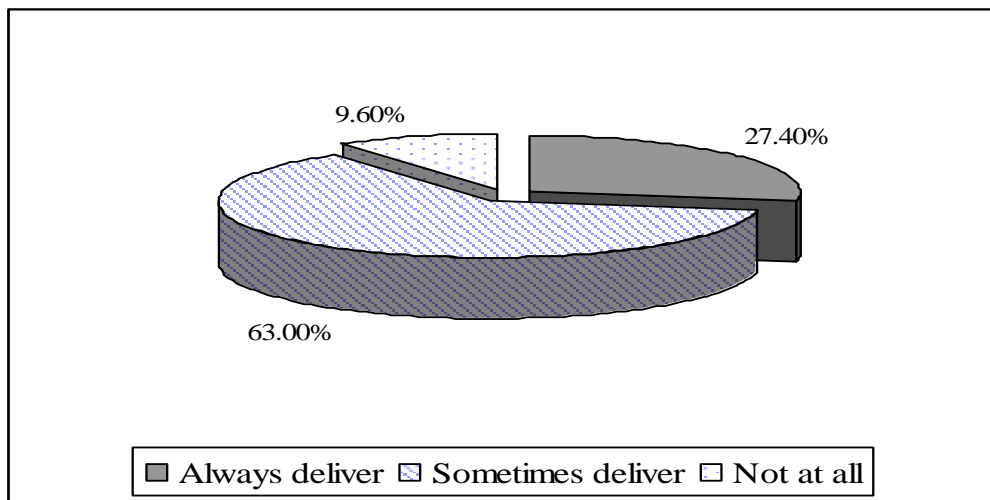
The PWD Act, No.14 of 2003 is a piece of legislature that covers rights of PWDs and the need for equal opportunities in areas such as those of employment. The Act provides a comprehensive framework, save for some weakness for ensuring accessibility and the inclusion of PWDs in all facets of life. It prohibits discrimination in employment, education and health amongst other core areas of life as a method for accomplishing the equality of opportunities.

Despite these and many other legislative materials, PWDs have continued to be discriminated on matters employment. However, the government of Kenya has reserved 5% of employment opportunities for PWDs considering that vital role played by employment plays in the identity formation and personal wellbeing. Failing to fully

engage PWDs in the labor-force denies them benefit from their communities' employment opportunities, (Osundwa, 2007).

#### 4.7.2 Learners Views on Teachers' Preparation on Content Delivery

The researcher further sought under objective five to establish if teachers' preparation would have contributed to challenges they experience in school and if it influences teachers' perception to prepare learners adequately.



**Figure 4.14: Learners views on skill delivery by the teachers**

**Source: Research Data: 2016**

Figure 4.14: showed the responses the researcher got from learners with physical disabilities on teachers' skill of delivering content. Sixty-three percent of the learners stated that their teachers sometimes delivered content appropriately, twenty-seven percent agreed that the teachers always deliver content whereas ten percent of the learners stated that their teachers do not deliver at all.

The learners were basing their responses on the teachers who prepare individualized education plans, train general skills such as pre-vocational and functional training which never enhanced their transition skills towards employment effectively. Other studies done in different countries concurred with the researcher's findings such as a study carried out in Nigeria by Fakolade, Adeniyi and Tella (2009) on teachers' perception of transition and found out that teachers' lack of specialized skills and knowledge led to low passion for mainstreaming and this led to low rates of transition among disabled learners. Also, a study by Rusch & Braddock (2004) argued that preparing individuals with physical disabilities to compete for jobs once they graduate from high schools is a challenging goal for many schools. Further, they noted that when learners with physical disabilities are underprepared for the workforce, they find it difficult to secure work so teachers to deliver the content effectively and competently.

Newman, Wagner, Cameto and Knokey (2009) in research they carried in the USA noted that, there is no comparison between persons with disabilities and those without. From the results, the young adults and disabled children have higher high school drop-out, underemployed and unemployed, low literacy levels, imprisonment and poverty based on ethnic and cultural characteristics.

#### **4.7.3 Learners' Suggestion to Improve Transition**

The learners were expected to list ways of overcoming problems they encountered in their schools to improve transition preparedness to career choice and employment. The

learners had different suggestions depending on the problems they encountered. The following were the suggestions from each school:

### **Learners of Joy Town in Thika**

Learners with PD suggested that teachers in their school should have positive perceptions about them and therefore, they:

- encourage learners with a physical disability to associate with other learners without disabilities in school
- to offer guidance and counseling.
- teach pre-vocational skills such as tailoring, cooking, bakery, and hairdressing.

### **Learners of Mombasa Special School**

- get guidance from teachers about career choices.
- have more time in practical subjects,
- learners with physical disabilities should not do the same examination papers with regular students,
- teachers to have appropriate knowledge and skills when preparing learners for transition preparedness to employment,
- teachers to support the learners according to the stipulated policies and regulations
- teachers should not miss the lessons,

- Be trained on technical subjects such as computer skills, fashion and design, carpentry, etc to enhance motivation and imparting skills.

### **Joyland Special School in Kisumu**

- Organize meetings of learners with physical disabilities at County and National levels,
- invite students from universities to exchange views about career choice,
- guidance on career choice,
- Learners' must follow the school rules and regulations to excel

Learners in the three schools concurred with what the administrators and government should do to enhance the transition to employment. The schools should;

- Install appropriate amenities and facilities for learners with a physical disability,
- provide equipment for learners with a physical disability such as a wheelchair, crutches and page-turners.
- ensure that the learners get adequate skills such as functional and pre-vocational.
- Adequate resources in schools,

The government should;

- Sensitize the teachers and parents through seminars and workshops to accept the learners with physical disabilities as integral society members.

- Create awareness that disability is not inability and do counseling on career choice.
- Have a deliberate policy to offer employment to learners with physical disabilities.
- Build regulations to consider needs of persons with disabilities.
- The government inspires citizens to put up structures and amenities, which are accessible easily to people living with physical disabilities.
- Have a deliberate policy to enhance the employability of persons with physical disabilities with low qualifications.
- Provide learners with more learning facilities, learners should be given extra time during examination and teachers should be prepared for special education to for competency enhancement.
- should not discriminate people with disability while employing people,
- sensitize the public that person with physical disabilities can work like any other person,
- teachers should organize career talks, students should be exposed to practical work mostly, students should tour the fields of their career choice,
- The Government should be able to introduce free education for the people with special needs from primary, secondary up to universities.

#### **4.7.4 Interview-Guided Schedule for Administrators View on Enhancing Transition Preparedness**

The researcher administered an interview-guided schedule to the three school administrators and through triangulation of the report, the researcher noted that transition preparedness and potential future employment can be enhanced through the positive perception of teachers.

Interview-guided schedule

**The researcher:** *'how many years have you taught in this school?'*

**The administrator one** of Joy land reported, "fifteen years"

**The administrator two** of Mombasa, "seven years"

**The administrator three** of Joy town, " seven years"

**Researcher:** *"How many learners are there in each school?"*

**One:** "244 learners"

**Two:** "319 learners"

**Three:** "300 learners"

**Researcher:** *"what is your experience working for learners with physical disabilities?"*

The administrator of Joy land responded by stating that, "working with learners with physical disabilities was not easy; it was unpredictable because learners have different types of disabilities ranging from orthopedic, neurological and other health impairments.

Therefore, these learners have challenges and they believe that they have to be assisted in everything".

**Researcher:** *what challenges do they encounter in terms of academic achievement, socially and mobility?*

**The administrators three** said that *"learners living with physical disabilities in terms of academic achievement have a mixed situation. Some perform well in academics and those who were non-achievers. Some learners were positive about their conditions and worked hard to achieve their goals,"*

**Administrator one** gave an example of a learner who had excelled, he said that *" there was a learner with muscular dystrophy did well and joined Kenyatta University and attained Bachelor of Science". Some learners are very weak in academics especially if he/she has multiple physical disabilities such as cerebral palsy. While other learners whose IQ are high they do well in academics, on the other hand some learners with PD have learning difficulties which hampers them to excel in academics but do well in pre-vocational activities."*

**Administrator one** further said that *" since the school trained learners pre-vocational skill*

*learners from his school have excelled a lot after leaving school and have started small businesses because of the pre-vocational skills they have learned in school such as cookery, bakery computer, etc."*

Administrators 2 and 3 admitted that no pre-vocational skills are done in their school and this could have hampered physically disabled learners transition to self-independence and employment.

The three administrators agreed with teachers' responses and added that teaching strategies and methods which teachers applied to teach, especially curriculum modification and Individualized Education Program (IEP), suit the needs of the learner's in every class".

**Researcher:** *"Do you train learners' functional skills?"*

The three administrators responded by saying that the learners in the three schools are trained functional skills which include, life skills, activities of daily living, technical subjects, home science, art and design, business and computer which were important for social acquaintance and enhancement of self-independence.

**Researcher:** *"From your observations do learners with physical disabilities interact satisfactorily with other people?"*

**One;** *"Interaction with other learners was relatively poor especially social skills this was due to low self-esteem"*

**Two:** *"Learners withdraw, are moody and sometimes had little or no communication especially if a learner has slurred speech."*

**Three:** *"They have poor peer interrelationship and a negative attitude about themselves due to their physical conditions".*

**Researcher:** *what challenges do your teachers face?*

This question was based on objective one to further inquire about factors that hamper teachers from preparing learners with PD towards employment. The three school administrators identified common challenges facing their teachers, which needed to be, addressed they include:

- Training in specialized education needs, they concurred by the responses from teachers in which their competency was compromised with a lack of skills such as pre-vocational skills to prepared learners with PD hence negative perceptions towards them.
- Teachers' perception was influenced by the psychological stance of the teachers and dedication to their work especially teachers not educated in special education.
- Curriculum modification including subjects such as pre-vocational training to enhance employment, teaching strategies since teachers were to be prepared with skills and knowledge for handling learners.
- allocate more time during teaching periods.

**Researcher:** *Do you think the public should know that a person with disabilities is equally important and how would you address this issue?*

**Administrator one:** *"many people without disabilities think that learners with physical disabilities must depend on others, however much as they may be educated. Due to*

*people's perception, they were discriminated and for one to get a job he or she must have a recommendation letter from the school*

Considering the responses, the three administrators suggested that;

- The Government to put more effort and come up with a policy on fee payments.
- CDF support, a different policy of issuing a certificate.
- Provision of Information Technology during teaching especially for learners with brittle bones, public special schools should be taught vocational skills/programs as an integral part of the SNE curriculum.
- Government to increase funds, sensitize everybody about children with physical disabilities
- The Number of units with physically disabled is increased in every school in Kenya

Regarding career choices, the school administrators noted that these learners have a competitive edge on the same level as their peers without disability. The learners have a wide range of choice depending on their abilities. Due to this, the school had different technical subjects for learners to choose from such as computers, home science, and dressmaking.

The administrators were of the view that certain services or programs were needed for these learners after high school in their IEP or transition plan. In one of the schools, they

had enough facilities and equipment that enhanced skills to improve the transition to employment after school. These included assistive devices such as wheelchairs and crutches. Further, there was need to modify the environment and infrastructure to fit needs of physically disabled learners.

The classrooms were spacious enough to allow accessibility of wheelchairs terrazzo and ramps fitted in ablutions blocks to prevent slipperiness of these learners who were using assistive devices. Other modifications would include: lowering shower tabs, fitting water taps friendly to these learners, bench seats in the bathroom for the learners using wheelchairs to be able to transfer themselves from the wheelchair when bathing.

IDEA (2004) recommended changes to the type of services suitable for PWDs including those with physical disabilities from purely educational to include rehabilitation, counseling and social work. It also included "transition services" which refers to services that facilitate the individual and other service programs, between school programs, to work, advanced training or post-secondary education. The three administrators agreed that there was need for additional instructional support for special needs children within the regular curriculum. In conclusion, a school can be more responsive if the community and school administrators can play a major role if given the required authority and adequate training.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This study sought to gain insight into preparedness on teaching by secondary school teachers' and their perception in transition by learners with physical disabilities. IDEA (2004) stipulates that learners with physical disabilities needed to receive high preparation from teachers who are qualified with knowledge and skills for preparation and delivery of specialized instructions to enable them to be independent after school. Summary of this study, conclusions and recommendations were presented. The chapter also suggests relevant areas for further research.

#### **5.2 Summary of the Research Findings**

The findings of teachers' perception on transition preparedness among physically disabled learners towards employment are presented objectively:

- i. Identify determinants of teachers' perception on transition preparedness of learners with physical disabilities towards employment.
- ii. Find out the views of teachers' competences of transition preparedness among physically disabled learners towards employment.
- iii. Identify learners with physical disabilities views on pre-vocational training skills acquired at Joy town, Joy land and Mombasa Special Schools.
- iv. Establish teachers opinion on the implementation of SNE policies and regulations on the transition to the employment of persons with physical disabilities

- v. Explore challenges that learners with disabilities face in transition preparedness towards employment.

The first objective sought to identify factors that influenced teachers' perception on transition preparedness among physically disabled learners towards employment. The study found out that teachers were reluctant to assist weak learners especially those who had severe disabilities and could not perform well in academic work. This also aggravated by inadequate training in the area of special needs education by teachers and affected their perception in teaching learners transition skills. Therefore, the teachers tend to focus on brilliant learners to boost the mean grade of the school performance since all the schools were categorized the same nationally.

The existing curriculum in Kenya designed at KICD was to meet and match the needs and abilities of learners with and without disabilities and does not consider the limitations and handicaps of learners with physical disabilities in our primary, secondary and institutions of higher learning. The fact that the curricula is uniform and rigid for all, it affects teachers in a special school because workload for them considering lesson allocation in the timetable was almost the same with extra five minutes per lesson which was not enough for learners with orthopedic conditions.

In the second objective, views on the competency of the teachers on transition preparedness among physically disabled learners towards employment was sought. The researcher established that some teachers teaching special secondary schools were trained

in Bachelor of Education but no knowledge and skills in the area of special education hence were not competent to prepare learners transition skill after secondary education. The study adopted a conceptual framework developed from the self-efficacy theory, which emphasized that teacher's competency was determined by how well a teacher has been trained in special needs education. The competency of teachers was enhanced by the availability of teaching materials and curriculum content, which in turn determined the learners' preparation to transit to employment.

The third objective was to establish the views of learners with PD on pre-vocational training skills acquired at school to enhance employment and self-independence after school. The researcher established that though pre-vocational activities were carried out in the schools the activity was determined by the type of physical disabilities such as orthopedic, neurological and other health impairments, which in turn affected the type of skills one was interested in learning. It was noted that a lot of time was spent carrying out pre-vocational activities which were done after class timetable except for computer studies.

The common curriculum developed by Kenya Institutes of Curriculum Development (KICD) grossly disadvantaged the learners with orthopedic impairment by overlooking their problem and difficulties in tackling the curriculum. All learners with and without disabilities were subjected to a common curriculum and a common method of assessment, the ultimate objective of writing and passing the examination being to join

the higher institution of learning such as Universities. Those who fail to acquire the set grades could be mitigated by using the skills learned to start a small business.

The fourth objective aimed at establishing the opinion of teachers on the implementation of policies and laws of special needs education policy on employment for persons with disabilities including those with physical disabilities. The researcher noted that the government of Kenya has reserved 5% of employment opportunities for PWDs. Discrimination in the job market denies PWDs including those with physical disabilities, benefit from their communities' employment opportunities.

Teachers argued although policies and laws are put in place at school and for job opportunities, learners with physical disabilities continue to be discriminated. These exacerbate to reduce knowledge and acceptability of disability in the workplace. The three administrators concurred that guided by the policy of needs for special education it was of paramount importance for learners with physical disabilities to be trained in pre-vocational skills since many after the fourth form many of the learners do not continue with their education. It would, therefore, be fair for the government to find them jobs requiring the little training they have.

The fifth objective was on challenges faced by learners with physical disabilities in transition preparedness towards employment. It was incumbent on the researcher to establish if learners with physical disabilities were well -equipped with skills to compete with learners without disabilities both in the school and in the world of employment. Due

to physical conditions, social barriers, inability to navigate the environment effectively and cultural beliefs affected learners with physical disabilities in one way or another. Further, teachers' unpreparedness to handle them well-aggravated teachers' perceptions negatively hence learners' self-esteem affected.

### **5.3 Conclusion**

Firstly, teachers' pedagogical skills must change to suit the needs of learners with physical disabilities the researcher found that teachers who hold a degree in Special Needs Education, with many years of experience, level of academic qualification were more qualified and competent to train and teach learners with physical disabilities towards employment, hence attain positive perception. However, inappropriate preparation of teachers coupled with lack of basic facilities and lack of training in special needs education greatly affected the confidence and willingness of the teachers to work with learners with physical disabilities which in influenced their perception negatively. The study also concluded that due to uniform examination and mode of assessment learners with physical disabilities were disadvantaged because the teachers tend to lean heavily in favor of academic results thereby neglecting pre-vocational training.

Teaching pre-vocational activities to learners with physical disabilities is vital because it would enhance their self-independent skills triangulation of results of administrators and teachers' responses, they concurred with learners' responses in that they should be trained skills such as computer, mobility, basketry, woodwork and business which would guarantee a source of livelihood however meager. Finally, the parents of the learners

with physical disabilities and the society at large should be sensitized about disabilities to minimize negative attitudes, social barriers, cultural beliefs and create a least restricted environment for learners with physical disabilities.

#### **5.4 Suggestion for Further Research**

- i. Findings from this study show that teachers are reluctant to assist weak learners especially those with severe disabilities with some focusing on learners who appear brilliant. It is however not clear whether they do so due to lack of preparedness or just an act of negligence. Accordingly, the study recommends that a study be carried out to investigate how teachers are trained in Universities.
- ii. The researcher noted that methods of teaching affected teachers' perception and preparedness therefore recommended research to be carried out to establish best teaching methods and strategies, for learners with physical disabilities.
- iii. The findings of the study showed curricula for schools primary and secondary to be revised to suit the needs of the learners with disabilities. Therefore, it is imperative a research to be carried at KICD to establish how the curricula are developed for learners with SNE in Kenya.

## 5.5 Recommendations

As per the study objectives, this study recommends as follows:

- i. Teacher Service Commission to liaise with KICD to revise curricula for learners with special needs education considering planning of teaching and learning process that includes activities on transition, explanation and propagation of job evaluation and job matching skills to actively ensure empowerment of learners abilities in planning for transition and preparing them for post-secondary goals achievement such as gainful employment. Further, to include teachers trained SNE in developing curricula for learners with special needs education so that they will contribute towards the needs of persons with disabilities in Kenya, which they understand better: also modify assessment mode to suit the needs of learners with physical disabilities and other disabilities.
- ii. Teachers Service Commission (TSC) to deploy teachers to special secondary schools who have done special needs education because they will be equipped with knowledge and skills to handle learners with physical disabilities.
- iii. Teacher Training Colleges and Institutions of higher learning should offer relevant courses on pre-vocational training and teaching strategies to conform to the needs of learners with physical disabilities and other disabilities.
- iv. The Kenyan government should guarantee the learners that (5%) of job opportunity is offered to them after school by lowering qualification entry to the job market.
- v. The school boards together with the administrators in conjunction with MOE should consider the architectural designs for schools hence give tenders to those

people who are qualified and capable of understanding the needs of learners with physical disabilities to enhance mobility and also, the society to made aware of disability is not inability through sensitization during parents meeting.

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**APPENDIX I**  
**QUESTIONNAIRE FOR LEARNERS**

Dear Respondent,

I am Lucy Marete, a postgraduate student at Kenyatta University. This tool (questionnaire) is designed to assist me to examine learners with physical disabilities transition preparedness towards employment. The questionnaire is meant for academic purpose, kindly honestly give your responses. The data collected will be strictly confidential. Thank you in advance.

**SECTION A**

1. Name of your school .....
2. Gender: (Put a [√] ) Male .....Female.....
3. I was born with the disability (tick either) Yes/No

**SECTION B**

Please put a tick [√] where appropriate in the spaces provided.

1. I have the following category of physical disability.

Orthopedic  Neurological  Other health impairment  None

2. Teaching strategies employed by teachers enable me to complete tasks assigned to me within the same time as those without disabilities.

Always  Sometimes  Not at all  I don't know

3. Am trained in pre-vocational skills to enhance transition preparedness towards employment

Always  Sometimes  Not at all  I don't know

4. Tick  where appropriately, the following functional skills I had learnt enhanced me to prepare for transition to employment adequately.

Life skills  Academic skills  Community-Based instruction   
Social skills

5. Ability to read will help me to apply for appropriate jobs.

Always  Sometimes  Not at all.

6. Understanding the career choice enhance my transition to employability easily.

Always  Sometimes  Not at all  I don't know

7 Tick  pre-vocational activities you train in

|              |                          |              |                          |              |                          |
|--------------|--------------------------|--------------|--------------------------|--------------|--------------------------|
| Cookery      | <input type="checkbox"/> | Dressmaking  | <input type="checkbox"/> | Weaving      | <input type="checkbox"/> |
| Bead-making  | <input type="checkbox"/> | Leather work | <input type="checkbox"/> | Computer     | <input type="checkbox"/> |
| Hairdressing | <input type="checkbox"/> | Tailoring    | <input type="checkbox"/> | Creative Art | <input type="checkbox"/> |
| Knitting     | <input type="checkbox"/> | Bakery       | <input type="checkbox"/> |              |                          |

8. Carefully planned contact time with teachers boosted my ambition to work as those persons without disabilities.

Always  Sometimes  Not at all  I don't know

9. Teachers prepare IEP according to Individual Disability Education Act to improve individual transition plan (ITP)

Always  Sometimes  Not at all  I don't know

10. My choice of career after school was very limited due to the disability I have.

Always  Sometimes  Not at all  I don't know

11. Tick  where appropriate any social barrier you encounter in school which hinders transition preparedness to employment.

Cultural beliefs  Stigmatization  Neglect  Discrimination

12. Constitution of Kenya reserving 5% employment opportunity for persons with disabilities motivated me to be optimistic about employment after school.

Always  Sometimes  Not at all  I don't know

13. The school environment enhanced my potential, productivity and the desire to work after school.

Always  Sometimes  Not at all  I don't know

14. Lack of facilities limited acquisition of functional skills.

Always  Sometimes  Not at all  I don't know

15. In your own opinion, what can be done to improve transition preparedness towards employment?

i..... ii.....

16. List how administrators assist in reducing problems you encounter in school

.....  
.....  
.....

**APPENDIX II**  
**QUESTIONNAIRE FOR TEACHERS**

**Dear Respondent,**

I am Lucy Marete, a postgraduate student at Kenyatta University. This tool (questionnaire) is designed to assist me to examine learners with physical disabilities transition preparedness towards employment. The questionnaire is meant for academic purpose, kindly honestly give your responses. The data collected will be strictly confidential. Thank you in advance.

**SECTION A**

1. Name of your school .....
2. Years I have taught in this school .....
3. Gender: (tick) Male ..... Female .....
4. Please indicate your level of education.....

**SECTION B**

Please put a tick [ $\surd$ ] where appropriate in the spaces provided.

4. I have taught learners with physical disabilities for:

Less than 1 year  Between 1 and 5 years  Between 6 and 10 years

Over 10 years

5. I am trained in Special Needs Education in the area of physical disabilities

Yes  No

6. Lack of knowledge and skills about special needs education hinders effectively prepare the learners with physical disabilities towards employment.

Always  Sometimes  Not at all  Not sure

7. Lack of learning resources influenced my perception on transition preparedness by learner with PD towards employment.

Always  Sometimes  Not at all  Not sure

8. Limited time stipulated on timetable hinders effectiveness of transition preparedness towards employment by learners with physical disabilities.

Always  Sometimes  Not at all  Am not sure

9. National examination culture of ranking limits training of adaptive skills for learners with PD, which are importance for self-reliance.

Always  Sometimes  Not at all  Am not sure

10. The nature of disability influenced teachers' perception on preparation of learners with PD to transit to employment.

Always  Sometimes  Not at all  Am not sure

11 I am involved in curriculum developing for learners with physical disabilities.

Always  Sometimes  Not at all

12. Rigidity and uniformity of the curriculum in Kenya school system influence teachers perception of transition preparedness by learners with physical disabilities towards employment.

Always  Sometimes  Not at all  Am not sure

13. Work overload due to understaffing affects my ability to prepare learners with PD efficiently.

Always  Sometimes  Not at all  Am not sure

14. It is importance to collaborate with the parents of learners with PD for their support when preparing individualized education program.

Always  Sometimes  Not at all  Am not sure

15.I train learners with PD pre- vocational skills to enhance transition preparedness

Always  Sometimes  Not at all  Am not sure

16. Tick [√] the most appropriate and effective strategies you use to deliver content to learners with physical disabilities.

- a. Diagnostic prescriptive approach
- b. Group teaching
- c. Peer teaching
- d. Thematic teaching
- e. Question and answer method
- f. Team teaching
- g. Field trip
- h. Discussion method
- i. Exploratory method
- j. Exploratory
- k. Demonstration
- l. Role play
- m. Task analysis

17. The amount of contact time and methods of teaching enhance transition preparedness by learners with PD towards employment.

Always  Sometimes  Not at all  Am not sure

18. I prepared Individualized Education Program (IEP) for each learner to enhance individualized transitional plan towards employment.

Always  Sometimes  Not at all  Am not sure

19. Technology equipment such as computers facilitated delivering of the content hence competing well with their counterparts without disabilities.

Always  Sometimes  Not at all  Am not sure

21. Policies and laws enacted for persons with disabilities guided me on professional preparation.

Always  Sometimes  Not at all  Am not sure

22. In your view, what are your suggestions to overcome factors that influence your perception of transition preparedness by learners with physical disabilities towards employment?

i.....

ii.....

iii.....

iv.....

v.....

**APPENDIX III**  
**INTERVIEW GUIDE FOR ADMINISTRATORS**

1. When were you appointed as the principal of the school? Briefly enlighten about school enrollment in terms of (i) total number of learners (ii) girls and boys (iii) how many learners have physical disabilities?
2. What was your working experience with learners with physical disabilities?
3. Do you involve parents in transition plan? If yes how?
4. How do you find the learners living with physical disabilities in terms of the following?
  - i) Academic achievement
  - ii) Acquisition of skills
  - iii) Interaction with other people
  - iv) Career choice
5. Do you have enough teachers trained in special needs education to handle learners with physical disabilities?
6. Briefly, explain how transition preparedness be enhanced in terms of the following in your school?
  - i) Curriculum modification
  - ii) Teaching strategies
  - iii) Pre- vocational training
7. What factors may affect teachers' competency to prepare learners with physical disabilities for employment transition.
8. Do you have facilities to enhance self-independence in school? ii) Were there equipment to enhance acquisition of skills for learners with physical disabilities in preparation transition towards employment?
9. Do you organize seminars or workshops for your teachers to enhance knowledge and skills in preparing learners to transition towards employment after school?
10. What are some of the policies and laws in Kenya to protect education for persons with special needs? Are they relevant to administration of the school?

11. If yes in question 10 to what extent do you think these policies and regulations for persons with disabilities including learners with physical disabilities had effectively implemented to enhance transition preparedness towards employment.

12. What ways are public made aware of the employment needs of learner with physical disabilities?

13. What challenges do you encounter in school during learners' with physical disabilities preparedness towards employment?

14. How do you solve these challenges in question 13?

15. What are your recommendations for improving transition preparedness outcome?

## APPENDIX IV: RESEARCH AUTHORIZATION LETTER



KENYATTA UNIVERSITY  
GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 810901 Ext. 57530

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

Internal Memo

FROM: Dean, Graduate School

DATE: 9<sup>th</sup> February, 2016

TO: Lucy M. Marete  
C/o Special Needs Educations  
Kenyatta University

REF: E83/24893/2012

**SUBJECT: APPROVAL OF RESEARCH PROPOSAL**

This is to inform you that Graduate School Board at its meeting of 27<sup>th</sup> January, 2016 approved your Research Proposal for the Ph.D. Degree Entitled, "Teachers' Perception of Transition Preparedness by Learners with Physical Disabilities Towards Employment: Joytown, Joyland and Mombasa Special Secondary Schools, Kenya".

You may now proceed with your Data Collection, subject to clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the registrar (Academic) is hereby requested to grant you Substantive registration for your Ph.D studies.

Thank you

EDWIN OBUNG'U  
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Special Needs Education Department.

Registrar Academic – Att: J. Likam

Supervisors:

1. Dr. Nelly Otube  
Department of Special Needs Education  
Kenyatta University
2. Dr. Margaret Murugami  
Department of Special Needs Education  
Kenyatta University

EG/vmm



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NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E83/24893/2012

DATE: 9<sup>th</sup> February, 2016

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
NAIROBI

Dear Sir/Madam,

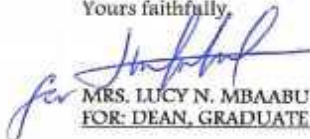
RE: RESEARCH AUTHORIZATION FOR LUCY MUTHONI MARETE- REG. NO.  
E83/24893/2012

I write to introduce Ms. Lucy Muthoni Marete who is a Postgraduate Student of this University. She is registered for Ph.D degree programme in the Department of Special Needs Education.

Ms. Lucy Muthoni Marete intends to conduct research for a Ph.D Proposal entitled, "Teachers' Perception of Transition Preparedness by Learners with Physical Disabilities towards Employment; Joytown, Joyland and Mombasa Special Secondary Schools, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

  
MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL

ED/rwm



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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Uthuru Highway  
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NAIROBI-KENYA

Ref. No:

Date:

**NACOSTI/P/16/16832/10379**

**25<sup>th</sup> April, 2016**

Lucy Muthoni Marete  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Teachers perception on preparedness towards employment by learners with physical disabilities: Joytown, Mombasa and Joyland Secondary Schools Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **selected Counties** for the period ending **19<sup>th</sup> April, 2017.**

You are advised to report to **the County Commissioners and the County Directors of Education of the selected Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners  
Selected Counties.

The County Directors of Education  
Selected Counties.

### APPENDIX V: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. LUCY MUTHONI MARETE**  
**of KENYATTA UNIVERSITY, 2214-60200**  
**meru, has been permitted to conduct**  
**research in Kiambu , Kisumu ,**  
**Mombasa Counties**

**on the topic: TEACHERS PERCEPTION**  
**ON PREPAREDNESS TOWARDS**  
**EMPLOYMENT BY LEARNERS WITH**  
**PHYSICAL DISABILITIES:**  
**JOYTOWN, MOMBASA AND JOYLAND**  
**SECONDARY SCHOOLS KENYA**

**for the period ending:**  
**19th April,2017**

*[Signature]*  
**Applicant's**  
**Signature**

*[Signature]*  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**Permit No : NACOSTI/P/16/16832/10379**  
**Date Of Issue : 25th April,2016**  
**Fee Received :Ksh 2000**



**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

  
**REPUBLIC OF KENYA**

  
**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A. 8807**

**CONDITIONS: see back page**

**APPENDIX VI: MAP OF KENYA SHOWING THE LOCATION OF SCHOOLS FOR THE PHYSICALLY HANDICAPPED IN KISUMU, THIKA AND MOMBASA**

