

**SOCIO-ECONOMIC FACTORS INFLUENCING THE INCLUSION OF  
PEOPLE WITH DISABILITIES IN KENYA'S DEVELOPMENT AGENDA: A  
CASE STUDY OF LOIMA SUB-COUNTY,  
TURKANA COUNTY**

**JOSEPH EKAL LOLEPO**



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## DECLARATION AND APPROVAL

### Declaration by the Student

This project is entirely my own work and has not been submitted anywhere else for credit toward a degree.

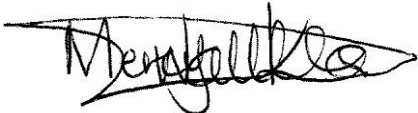
Signature...  Date...8<sup>th</sup> /November /2024.....

Joseph Ekal Lolepo

MPAM/2015/27950

### Approval by the Supervisor

The candidate under my supervision completed the work described in this project .

Signature...  .....Date... 8<sup>th</sup> November 2024.....

Dr. Mercyline Kamande

School of Business and Economics Mount Kenya University

## DEDICATION

I dedicate this work to my family for their unwavering support, my supervisor for her guidance, and all those who contributed to this study's success.

## **ACKNOWLEDGMENT**

I wish to express my sincere gratitude to Dr. Mercyline Kamande, my supervisor, for her continuous support, valuable guidance, and constructive feedback throughout the course of this research. Her expertise and encouragement played a crucial role in the successful completion of this study.

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## **ABSTRACT**

Every community comprises individuals with disabilities who are a normal part of daily life, yet the historical marginalization of people with disabilities has been a significant characteristic. Governments and international organizations are now undertaking a global commitment to ensuring equal access to social and economic opportunities for people with disabilities. This study examines the socio-economic factors affecting the inclusion of people with disabilities (PWDs) in the development agenda of Loima SubCounty, Turkana County, Kenya. Despite initiatives to advance disability rights, PWDs continue to face substantial barriers to full participation in social, economic, and political activities due to entrenched negative societal attitudes, inadequate resources, and weak policy enforcement. The primary objectives were to assess the impact of social attitudes, evaluate resource availability, explore coping strategies employed by PWDs, and examine the influence of national policies on their inclusion. The study will be guided by the following objectives; to establish social attitudes and behaviors that affect inclusion of people with disabilities in development agenda in Loima Sub County in Turkana County, to assess whether availability of resources and support services for people with disabilities influences their inclusion in development agenda in Loima Sub County in Turkana County, to explore the coping strategies used by people with

disabilities to enhance their inclusion in development agenda in Loima Sub County in Turkana County and finally to find out the extent to which national policies related to disability have influenced inclusion of people with disabilities in development agenda in Loima Sub County in Turkana County. A descriptive survey design was adopted, involving 363 PWDs selected through multi-stage sampling. Data collection utilized questionnaires and interviews, with analysis conducted using descriptive statistics, Chisquare tests, ANOVA, Correlation Analysis, and Multivariate Logistic Regression. Key findings showed that 75.3% of respondents identified negative societal attitudes as a major barrier, while 33.5% received cash transfers and 14.4% accessed assistive devices. Employment opportunities were scarce, with only 2.3% of PWDs reporting access to jobs. PWDs employed coping mechanisms such as forming self-help groups and advocacy, though 87.1% of respondents experienced persistent discrimination, particularly in education. Statistical analysis revealed that community acceptance and opportunities for participation were not uniformly distributed ( $p < 0.001$ ). ANOVA showed significant differences in perceptions of resource availability ( $p = 0.002$ ), while Correlation Analysis indicated a strong link between stereotypes and social isolation ( $r = 0.74$ ). Multivariate regression found that negative social attitudes ( $OR = 2.5$ ,  $p = 0.001$ ) significantly predicted exclusion, with improved resource availability reducing exclusion ( $OR = 0.7$ ,  $p = 0.005$ ). The study concludes that enhancing public awareness, improving access to resources, and strengthening policy enforcement are essential to improving PWD inclusion in decision-making, education, and employment in Loima Sub-County. The study recommends that there is need to launch community education programs to challenge negative stereotypes and misconceptions about disabilities, targeting all age groups and involving schools, workplaces, and community organizations.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

People with disabilities (PWDs) encounter various barriers that hinder their full participation in economic, social, and political life. These barriers, which exist at physical, social, and institutional levels, stem from discrimination, negative attitudes, and inadequate access to essential resources and services. As a result, many PWDs face marginalization, which can lead to poverty and dependence, reinforcing cycles of inequality (Titumir, 2021). In response, Kenya, like many developing countries, has made significant strides toward fostering inclusivity and reducing these barriers. However, despite these efforts, the full integration of PWDs into the national development agenda remains a significant challenge. This study seeks to address the socio-economic factors that continue to hinder their inclusion and explore ways to improve their participation in development initiatives.

#### **1.1 Background of the study**

Every community comprises individuals with disabilities who are a normal part of daily life, yet the historical marginalization of people with disabilities has been a significant characteristic (Waltz & Schippers, 2021). It is imperative to treat individuals with disabilities fairly in all aspects of society and ensure their equal access to human rights. According to the (Pinilla-Roncancio & Alkire, 2020) individuals with disabilities constitute 16% of the global population, with one in five of those living in poverty in developing countries being disabled. In emerging nations, disability affects 20% of individuals residing in poverty.

Governments and international organizations are now undertaking a global commitment to ensuring equal access to social and economic opportunities for people with disabilities.

However, this endeavor occurs within a societal context characterized by a long history of discriminatory attitudes and low expectations regarding the intellectual capabilities of individuals with disabilities. Consequently, a global environment exists, perpetuating costly, socially isolating, and often ineffective disability policies, institutions, and combinations of social and economic discrimination (Ridley et al., 2020).

Despite the emergence of new policies and approaches aimed at enhancing social and economic access for individuals with disabilities, a weak and ineffective worldwide system of fragmented and incongruent disability approaches prevails (Cairney et al., 2023). Insufficient knowledge, data, coordination, and resources further compound the problem, particularly in developing countries, where disability services are inadequate to significantly improve the lives of most people with disabilities (Cairney et al., 2023). The commitment to equalizing social and economic opportunities for individuals with disabilities is driven by humanitarian and financial motives, seeking to safeguard their core human rights (Cairney et al., 2023).

Highlighting the utmost importance of integrating people with disabilities fully into all facets of society, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) emphasizes inclusive participation, even within the development agenda. Kenya, having ratified the CRPD, demonstrates its commitment to advancing the rights of disabled individuals through a diverse range of policies and programs (Monsalve et al., 2020). However, despite these efforts, people with disabilities in Kenya still encounter significant challenges in accessing services and fully participating in society. Disability-inclusive development endeavors to create a society where all individuals with disabilities are valued and afforded equal rights. Such practices aim to promote equitable access and fair outcomes for individuals worldwide. The exclusion of people with disabilities from development initiatives has persisted for too long, and greater adoption

of disability-inclusive development practices is crucial to rectify this and achieve fairer results. Acknowledging the rights of individuals with disabilities represents a crucial stride on the extensive journey towards achieving a truly all-encompassing society (Gay, n.d.).

Ensuring the integration of Persons Living with Disabilities (PLWDs) into development agendas is indispensable to safeguard their rights, uphold their dignity, and enable their complete engagement within society. Several studies have identified socio-economic factors that hinder the inclusion of PLWDs in development agendas. Inadequate education and training opportunities, inaccessible infrastructure, and limited access to healthcare services have been identified as significant barriers to inclusion (Maciej Serda et al., 2013).

Moreover, poverty plays a major role in impeding the inclusion of PLWDs in development agendas, as they often lack access to education, healthcare, and employment opportunities. The poverty rate among people with disabilities in Kenya is twice as high as that of the general population, according to (Owalla et al., 2022). Limited economic activities further contribute to the poverty levels of PLWDs, who often lack access to financial services such as loans and savings (Basnet et al., 2024).

Social attitudes and cultural beliefs also present substantial barriers to the inclusion of people with disabilities in development activities. Many individuals with disabilities in Kenya face stigma and discrimination based on their physical or intellectual impairments. Negative attitudes toward disability are deeply ingrained in Kenyan culture, reinforcing the exclusion of people with disabilities from social, economic, and political spheres (Nyamu, 2023). This exclusion perpetuates poverty and dependency, as individuals with disabilities are unable to access opportunities that can improve their economic and social well-being. Additionally, the physical environment in Kenya poses significant challenges

for people with disabilities, with insufficient infrastructure and inaccessible buildings hindering their mobility and access to public services (Nyamu, 2023).

In Kenya, the government has enacted policies such as the Persons with Disabilities Act (2003) and the National Disability Policy (2006) to promote the inclusion of PLWDs in development agendas. These policies aim to ensure access to education, healthcare, and employment opportunities for PLWDs. However, the implementation of these policies has been slow, and PLWDs continue to face barriers to inclusion (Tigere & Moyo, 2019). PLWDs in Kenya have adopted various coping strategies to enhance their inclusion in development agendas. For example, some have formed self-help groups to access financial services and engage in economic activities. Others have engaged in advocacy activities to raise awareness about their rights and influence policy changes. Additionally, the provision of assistive devices such as wheelchairs and hearing aids has improved mobility and communication for some PLWDs (Victor & Munene, 2022).

## **1.2 Statement of the problem**

Due to their difficulty integrating into a social setting marred by discriminatory practices and unfavorable community views, people with disabilities continue to experience marginalization (Kwon & Archer, 2022). Their involvement in development was nevertheless negatively impacted by parental negligence, harsh treatment, and discriminatory treatment by the family and community.

The plight of individuals with disabilities persists, with daunting challenges encompassing substantial disparities in accessing infrastructure, healthcare services, education, employment opportunities, and civic involvement (Anjum Khan, 2022). This study sought to address the exclusion of people with disabilities (PLWDs) from the development agenda in Loima sub-county, Turkana County, Kenya. Despite the existence of policies aimed at promoting their inclusion, PLWDs continued to face numerous

barriers in accessing education, healthcare, employment, and economic opportunities. Socio- economic factors such as poverty, limited access to education and training, inadequate infrastructure, and limited access to financial services have been identified as significant barriers to their inclusion. The study aimed to assess these factors and their influence on the inclusion of PLWDs in the development agenda and make recommendations for improvement. Understanding the challenges faced by PLWDs and identifying ways to overcome them is crucial for promoting their rights, dignity, and full participation in society. Therefore, this study was significant as it provided insights into the current situation of PLWDs in Loima sub-county and informs policy interventions aimed at promoting their inclusion in the development agenda.

### **1.3 Purpose of the Study**

This study primarily aimed to evaluate the socio-economic determinants that impacted the incorporation of people with disabilities (PLWDs) into the development agenda in Loima sub-county, Turkana County, Kenya, while also offering suggestions for enhancement.

### **1.4 Research objectives**

The study was guided by the following objectives:

- i. To establish social attitudes and behaviors that affect inclusion of people with disabilities in development agenda in Loima Sub County in Turkana County.
- ii. To assess whether availability of resources and support services for people with disabilities influences their inclusion in development agenda in Loima Sub County in Turkana County.
- iii. To explore the coping strategies used by people with disabilities to enhance their inclusion in development agenda in Loima Sub County in Turkana County.
- iv. To find

out the extent to which national policies related to disability have influenced inclusion of people with disabilities in development agenda in Loima

Sub County in Turkana County.

### **1.5 Research Questions**

The following questions informed the study:

- i. What are the social attitudes and behaviors that influence inclusion of People living with disabilities in development agenda in Loima Sub County in Turkana County?
- ii. In which ways does availability of resources and support services influences inclusion of PLWDs in development agenda in Loima Sub County in Turkana County?
- iii. What are the coping strategies used by people with disabilities to enhance their inclusion in development agenda in Loima Sub County in Turkana County? iv. To what extent do national policies related to disability influence inclusion of People with disabilities in Development agenda in Loima Sub County in Turkana County

### **1.6 Significance of the study**

The study provided valuable insights into the situation of Persons Living with Disabilities (PLWDs) in Loima Sub-County, specifically regarding their access to education, healthcare, employment, and economic opportunities. It identified the barriers PLWDs faced in accessing these opportunities and the factors that hindered their inclusion in the development agenda. This information proved crucial for guiding policy interventions aimed at promoting the rights, dignity, and full participation of PLWDs in society.

The research also highlighted the coping strategies employed by PLWDs to enhance their inclusion in developmental activities. These strategies were particularly useful for other

PLWDs and organizations working towards promoting their social and economic inclusion. The findings of the study served as an important resource for organizations supporting PLWDs, helping to shape targeted interventions that improved their participation in both social and economic spheres.

Moreover, the study assessed the effectiveness of government policies related to disability and their implementation in Loima Sub-County. It identified gaps in policy implementation that hindered the inclusion of PLWDs in development efforts. This information proved beneficial for policymakers and stakeholders, assisting them in developing inclusive policies that addressed the specific needs of PLWDs.

The research also offered suggestions to enhance existing policies and initiatives, aimed at fostering the integration of PLWDs into developmental plans. These recommendations, drawn from the study's findings, were invaluable to policymakers, non-governmental organizations, and other stakeholders working towards the inclusion of PLWDs in society. Additionally, the study contributed to the broader knowledge base concerning the inclusion of PLWDs in development agendas, which was particularly beneficial for researchers and academics interested in disability studies in Kenya and similar developing nations.

Ultimately, this research raised awareness of the obstacles PLWDs encountered in accessing development opportunities and underscored the urgency of their inclusion in the development agenda. It contributed to fostering a more inclusive and equitable society, where the rights and dignity of every individual, regardless of ability, were valued.

### **1.7 Scope of the Study**

This study focused on the inclusion of people with disabilities (PWDs) aged 18 and above in developmental activities within Loima Sub-County, specifically in the wards of

Lobei/Kotaruk, Lorengippi/Lokiriama, Loima, and Turkwel, from 2023 to 2024. It examined social attitudes and behaviors, availability of resources and support services, coping strategies, and the extent of national policies as independent variables, with the inclusion of PWDs in politics, employment, and business as the dependent variable. The study was guided by the Social Model of Disability, which views disability as a socially constructed issue; the Theory of Margins, which highlights the exclusion of marginalized groups; and the Human Rights Approach, emphasizing equal participation rights for PWDs. This research contributes to a deeper understanding of the challenges and factors influencing PWDs' inclusion in Loima Sub-County's development agenda.

### **1.8 Study Limitations**

The study may face several challenges:

1. **Respondent Cooperation:** Some selected respondents were unwilling to participate due to negative perceptions about disability discussions. This could lead to the researcher not capturing all relevant information, particularly unstated responses. However, efforts were made to persuade respondents to cooperate.
2. **Geographical Challenges:** The vastness and remoteness of Loima Sub-County may hinder the movement of research assistants. To address this, the researcher will collaborate with the local administration to utilize available logistical support.
3. **Limited Generalizability:** Due to resource constraints, the study was restricted to Loima Sub-County. Therefore, the findings were not generalizable to other regions. Despite this, the researcher still leveraged logistical support from local administration to enhance data collection efforts.

### **1.9 Study Delimitations**

The study was delimited in the following ways:

The study focused on exploring socio-economic factors that impact the inclusion of people with disabilities (PWDs), specifically examining four key independent variables: social perceptions and behaviors, availability of resources and support services, coping strategies, and the extent of disability policies. Inclusion, as the dependent variable, was defined in terms of PWDs' access to essential services like education, employment, healthcare, and participation in community development, with cultural and psychological aspects of disability studies receiving limited attention. The time frame of the study centered on contemporary and recent socio-economic influences on inclusion, intentionally omitting a detailed historical perspective. Additionally, the study evaluated the influence of both national and county-level policies on disability and socioeconomic development within Kenya. Employing a descriptive survey design, the research incorporated both qualitative and quantitative data to comprehensively assess the relationships among these variables and offer insights into the factors that shape the inclusion of PWDs in socio-economic activities.

#### **1.10 Assumptions of the Study**

The study was based on the following assumptions:

**Socio-Economic Factors:** Certain socio-economic factors either promoted or hindered the inclusion of PWDs in development.

**Social Behaviors and Attitudes:** It was assumed that prevailing social behaviors and attitudes negatively affect the inclusion of PWDs.

**Support Services:** The availability of support services for PWDs enhanced their participation in the development agenda.

**Potential for Inclusion:** It was assumed that PWDs had the potential to be actively involved in the development agenda.

## 1.11 Operational Definition of Terms

**Attitudes** - Our thoughts and emotions concerning certain persons or events are characterized by a complex combination of ideas, sentiments, values, and dispositions.

**Behaviors-** Practices or actions that show affirmation or discrimination to people with disabilities

**Development agenda-** any activity aimed at bringing is an improvement or positive change in state of affairs of a particular community.

**Disability-** Referring to any bodily, sensory, cognitive, or other impairment, encompassing visual, auditory, cognitive, or physical limitations, which adversely impacts an individual's capacity to engage actively in society, the economy, or the environment.

**Inclusion** – This refers to altering behavior and surroundings to accommodate various requirements to make it easier for people with disabilities to participate in society equally with everyone else. Incorporating guide animals, companions, aides, sign language translators, mentors, reading support, governmental or institutional assistance, and other tailored provisions, these helps empower individuals with disabilities to actively engage in societal and community activities. Additionally, it encompasses any other required services, such as skilled readers, interpreters, and mentors.

**Person with disability (PWD)-** Indicates a person who has a disability and is registered with the council. This pertains to individuals with enduring physical, mental, intellectual, or sensory challenges that, when compounded with other barriers, might hinder their ability to partake fully.

**Resources-** An economic or productive need needed to complete an activity, or as a method to start a business and get the intended results. Land, labor, and money are the three most fundamental resources; others include energy, entrepreneurship, knowledge, expertise, management, and time.

**Support services-** refer to additional support given to members of the community who are disabled to help them fit in and participate in activities and overcome hurdles.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter elaborated the literature used to develop the conceptual basis of this study. Theoretical, empirical and analytical literature was carried out and presented. It also presented the identified gaps, theoretical framework, conceptual and summary of literature review.

#### **2.1 Empirical Literature**

The researcher reviewed literature to examine how socio-economic factors influenced the inclusion of people with disabilities (PWDs) in previous research, focusing on both factors that promoted and hindered their participation in developmental activities. Additionally, the researcher explored relevant studies on the coping strategies and lived experiences of PWDs, shedding light on how they managed the challenges of living with disabilities.

This comprehensive review ensured that the study was grounded in a solid understanding of both the socio-economic factors and adaptive mechanisms that impact the inclusion of PWDs.

##### **2.1.1 Social Attitudes and Behaviors**

Research has consistently emphasized the influential role that societal attitudes play as significant barriers to the inclusion of people with disabilities (PWDs) across various life domains, including education, transportation, social interactions, and access to public services (Townsend et al., 2024).

Negative perceptions and stereotypes held by others hinder PWDs' participation in daily activities, reinforcing exclusion and limiting their access to essential opportunities.

According to Nadler and Voyles (2020), individuals with disabilities have historically faced difficulties in overcoming stereotypes that portray them as socially and physically less capable than non-disabled individuals. These misconceptions have deprived them of the recognition they deserve as valuable contributors to society.

Prejudice against PWDs, particularly in some communities, includes beliefs that they are cursed, infectious, or affected by witchcraft, leading to their marginalization and exclusion (Strnadová et al., 2022). Such attitudes have severe consequences, resulting in social isolation, inadequate support from families and communities, and limited access to education and services.

The persistence of these views poses a significant challenge to societal participation for PWDs and exacerbates the difficulties they face in securing educational and economic opportunities.

However, there is a growing shift towards more progressive attitudes, with increasing acceptance of PWDs' roles in society (Nadler & Voyles, 2020). Educational institutions, in particular, play a critical role in raising awareness and challenging negative stereotypes through information dissemination.

By promoting understanding and fostering more positive attitudes, these institutions contribute to inclusive development projects, ultimately creating a more equitable and accepting society.

The public's attitudes have a profound impact on both the tangible and intangible aspects of PWDs' quality of life, affecting their access to opportunities and social inclusion (Healey-Walsh et al., 2019).

A survey conducted by Scope (2020) revealed that a significant portion of the general public harbors negative attitudes towards PWDs, often stemming from a lack of awareness and knowledge about disabilities. These negative perceptions can create more

significant challenges than the physical or mental impairments themselves, as preconceived notions and discriminatory behavior further isolate PWDs.

Traditional beliefs, taboos, and religious customs can also obstruct the social and cultural inclusion of PWDs, making it difficult for them to fully participate in society (Bakibinga-Gaswaga, 2021).

In employment settings, particularly in industries such as banking and business, research has identified specific barriers to hiring PWDs, including accessibility issues and social stigma (Potgieter et al., 2017; Ocran, 2022).

Studies conducted in Gauteng and through interviews with human resource managers in various sectors highlighted both physical and social obstacles that impede the employment of PWDs, such as inadequate infrastructure and persistent discrimination. These findings underscore the importance of addressing negative attitudes, enhancing accessibility, and fostering an inclusive environment for PWDs across all sectors of society.

Breaking down misconceptions, raising public awareness, and creating supportive conditions are essential steps towards the full integration and active participation of PWDs in society.

### **2.1.2 Availability of Resources and Support Services for People with Disabilities**

Limited access to essential resources often forces individuals to depend more on their families, which can diminish opportunities for employment and community participation (World Health Organization [WHO], 2021).

Globally, people with disabilities frequently face unmet support needs, as gaps in disability programs leave significant service deficiencies (WHO, 2021). It is crucial to prioritize the provision of support services, recognizing that a universal solution is insufficient (World Bank, 2019).

In line with the United Nations Convention on the Rights of Persons with Disabilities (May & Id, 2018), services should be delivered in inclusive environments that accommodate individuals of all abilities, rather than isolating those with disabilities. Person-centered services are ideal as they empower individuals to engage in decisions regarding their healthcare and provide them with more control over their lives (May & Id, 2018). This approach promotes autonomy and helps individuals feel more in charge of their circumstances.

For people with disabilities to achieve a quality of life comparable to their peers and engage fully in social and economic activities, access to diverse forms of support is necessary.

Independent living is often unattainable without such assistance (United Nations, 2018). Examples of essential support include sign language interpreters for the deaf, personal assistants for wheelchair users, and advocates who help individuals with intellectual disabilities manage their finances or make decisions.

Community-based assistance plays a vital role in enabling individuals to remain in their homes and participate in a range of activities, including employment and social engagement (WHO, 2021). However, relying solely on family or social safety nets risks fostering dependency. The state's service delivery system often remains underdeveloped, non-profit organizations lack adequate resources to provide affordable support, and the private sector rarely meets the needs of individuals with disabilities (United Nations, 2018).

Government commitment to allocating financial resources is essential for ensuring that individuals with disabilities can access formal support services (World Bank, 2019). Governments also play a critical role in regulating, setting standards, and providing services to ensure that adequate support is available for people with disabilities.

Excluding people with disabilities from the workforce leads to significant economic losses, with estimates of global GDP losses due to disability exclusion ranging from \$1.37 to \$1.94 trillion in 2009 (International Labour Organization [ILO], 2011). Despite the financial costs of increasing workforce inclusion for persons with disabilities, the long-term economic benefits far outweigh these initial expenses (Saran et al., 2020). Recognizing and valuing the economic potential of people with disabilities is crucial for fostering inclusive economic growth.

Field research by Handicap International highlights the willingness of individuals with disabilities to engage in productive activities and lead dignified lives when provided with access to financial services and opportunities (Ebrahim, 2022).

Proper support, individuals with disabilities can contribute to cultural, entrepreneurial, and environmental activities, ultimately leading to more inclusive and prosperous societies. The long-term benefits of inclusion far surpass the associated costs, creating a society that is not only economically prosperous but also tolerant of diverse abilities.

### **2.1.3 Coping Strategies to Enhance Inclusion in Development Agendas**

In recent years, there has been increased attention toward understanding how individuals cope with the challenges posed by disability or illness (Watson et al., 2021). The concept of "coping strategies" refers to the various approaches people employ to navigate obstacles and limitations in their lives. Studies indicate that coping strategies can significantly impact individuals' experiences and outcomes (Watson et al., 2021). Research shows that individuals born with disabilities often develop stronger social skills and coping mechanisms than those who acquire disabilities later in life (Mandy et al., 2018).

This is primarily due to early access to support networks. Emotional responses play a key role in how people cope with disabilities, influencing their social adaptability and overall

well-being. Both positive and negative emotions contribute to an individual's ability to adjust and focus on long-term goals (Mandy et al., 2018).

Though disabilities are not solely mental, psychological attitudes towards disability have a profound influence on a person's ability to overcome challenges and achieve personal goals (Maciej Serda et al., 2013). The psychological aspect of disability may significantly affect an individual's well-being and ability to adapt to various environments.

For students with disabilities in higher education, perceived social support is crucial. Research shows that students who feel supported by their peers and family are more likely to succeed in college (Karakose et al., 2021). Engaging in campus activities and fostering social connections can enhance students' integration and adaptation to both academic and social aspects of college life (Karakose et al., 2021).

Self-determination, belief in one's abilities, and self-worth are critical personal factors that affect students' capacity to navigate social and academic experiences in higher education (Mandy et al., 2018; Karakose et al., 2021).

Students with greater autonomy are more likely to exhibit higher levels of social engagement and adaptability, while those with limited social skills may struggle to make life decisions (Mandy et al., 2018).

However, students with disabilities often face challenges with self-advocacy and disclosure when seeking academic accommodations in college. They may struggle with decisions on when, how, and to whom they should disclose their condition (Strand et al., n.d.). Effective self-advocacy and appropriate disclosure are key to overcoming support and environmental barriers that students with disabilities face.

The WHO (2018) emphasizes that social connections, including friendships and companionship, are critical for the well-being and social positioning of individuals with

disabilities. Services should focus on ensuring access, autonomy, and a supportive environment.

By fostering self-advocacy, providing necessary accommodations, and addressing students' psychological needs, educational institutions can create inclusive and supportive environments that empower students with disabilities.

#### **2.1.4 The Extent and Influence of National Policy and Legislation on the Inclusion of People with Disabilities in the Development Agenda**

According to Thomas et al. (2019), persons with disabilities often find it challenging to navigate disability policies due to their complexity, fragmented structure, and lack of consistency.

Policies vary across different jurisdictions, departments, and programs within ministries, resulting in a patchwork of regulations and benefits that require significant knowledge and patience to understand. In Canada, disability policy has been criticized for being inconsistent, incoherent, and difficult to access, leading to a "hit-or-miss" approach to disability rights (Thomas et al., 2019).

On a global scale, Jesus et al. (2019) highlight that disability prevalence is often higher in low-income countries compared to high-income nations. However, individuals with disabilities in these countries face additional challenges due to weak legislation and inadequate policy implementation.

Historically, disability issues have been largely neglected in international policy frameworks, as seen in the omission of disability from the Millennium Development Goals. This has left people with disabilities at a higher risk of poverty, social isolation, and limited access to education and employment. Efforts are now being made to address these disparities through the United Nations Post-2015 Development Agenda, emphasizing the need for more inclusive policies (Jesus et al., 2019).

Despite international efforts, the integration of disability into development cooperation has been slow. A report by Knowledge and Research (KaR) highlights that, despite policy initiatives since the 1990s, disability remains insufficiently addressed as a crosscutting development issue (Bentley et al., 2016).

The report notes that there is often a disconnect between progressive policy goals and their implementation, as seen in organizations like USAID and NORAD (KaR Report, 2020).

In South Africa, while the national government has created a favorable environment for disability policy, the challenge remains in its implementation, requiring more robust mechanisms to promote workplace inclusion (Mohamed Ali Ibrahim, 2023).

In Kenya, the Kenya National Commission on Human Rights (KNCHR) plays a critical role in ensuring that the rights of people with disabilities are protected in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). Collaborating with the National Council for Persons with Disabilities (NCPWD) and other agencies,

KNCHR safeguards disability rights through policy development and legal oversight (KNCHR, 2011). Kenya's Persons with Disabilities Act (2003) and the 2010 Constitution enshrine the rights of people with disabilities; however, devolved governance has complicated disability funding at the county level. County governments continue to grapple with new responsibilities, including ensuring adequate support for people with disabilities (Mohamed Ali Ibrahim, 2023).

Kenya's Vision 2030 and several national policies—such as the National Policy on Persons with Disabilities and the National Policy on Special Needs Education—incorporate provisions to support individuals with disabilities. Despite these efforts,

challenges persist in translating policy into practice, particularly in rural areas where accessibility remains limited (Kenya UNCRPD Report, 2011).

While various initiatives, such as the Persons with Severe Disabilities Cash Transfer Program, aim to improve the quality of life for people with disabilities, these programs often reach only a small fraction of the population, underscoring the need for expanded coverage and improved social protection systems (Chapman, 2012).

In conclusion, while Kenya has made strides in aligning its national policies with international standards, such as the UNCRPD, more robust implementation and coordination efforts are required to ensure that people with disabilities are fully included in the development agenda at all levels of government.

#### **2.1.5 Human Rights Approach**

The Human Rights Approach to disability emphasizes that all individuals, regardless of disability, are entitled to equal rights and freedoms as outlined in international human rights conventions and national laws.

Under this paradigm, people with disabilities (PLWDs) are seen as rights holders rather than objects of charity or welfare. This approach promotes a shift from viewing disability through a medical or charitable lens to one that upholds the rights and dignity of PLWDs (Disability Rights Promotion International, 2018).

According to Disability Rights Promotion International (2018), discrimination and exclusion occur when societal institutions and policies fail to recognize and protect the rights of PLWDs. The Convention on the Rights of Persons with Disabilities (CRPD) further reinforces the obligation of governments to ensure PLWDs have equal access to opportunities, including education, employment, healthcare, and participation in decision-making processes (United Nations, 2006).

In the Kenyan context, the Constitution of Kenya (2010) enshrines the rights of PLWDs within its Bill of Rights, mandating equal access to education, healthcare, employment, and social services for all citizens, including PLWDs. Article 54 specifically addresses the rights of persons with disabilities, ensuring their access to public spaces, education, and information (Government of Kenya, 2010).

Kenya's ratification of the CRPD in 2008 and its integration into domestic law reflects the country's commitment to safeguarding these rights (Government of Kenya, 2018). The human rights approach advocates for a society that actively removes barriers—whether physical, social, or institutional—that hinder PLWDs from fully participating in all aspects of life. This includes the creation of inclusive policies that promote comprehensive accessibility, awareness, and participation in development processes (CBM, 2022).

The "twin-track approach," a key component of disability-inclusive development, ensures that disability is both mainstreamed in broader development initiatives and specifically targeted through disability-focused programs (CBM, 2022).

In the context of Loima Sub-County, this approach underscores the necessity of recognizing PLWDs as active participants in the development agenda, with equal rights to contribute to and benefit from socio-economic initiatives. By framing disability inclusion as a human rights issue, this study will advocate for policy interventions that dismantle barriers to inclusion, ensuring that PLWDs are not left behind in the county's development trajectory.

## **2.2 Theoretical Framework**

### **2.2.1 Social Inclusion Theory**

The Social Inclusion Theory further suggests that overcoming socio-economic barriers requires collaborative policy measures and community support to foster equal access and

participation (Rawal, 2008). In the case of Loima Sub-County, this means implementing programs that address local socio-economic disparities, ensuring PWDs have access to essential resources such as healthcare, education, and vocational training. Without addressing these foundational barriers, the inclusion of PWDs remains hindered, perpetuating cycles of poverty and dependency. Therefore, social inclusion not only involves removing physical barriers but also demands that social and economic systems are designed to support PWDs as valued contributors to societal development (Levitas, 2005).

Moreover, the Social Inclusion Theory underscores the importance of societal attitudes and perceptions toward disability. Negative attitudes and stigma can further isolate PWDs, reinforcing marginalization even in communities where resources are available (Gidley et al., 2010). This aspect is especially relevant to Loima Sub-County, where cultural beliefs may impact how disabilities are viewed and treated. Programs aimed at changing societal perceptions, fostering awareness, and encouraging empathy are crucial components of social inclusion. By addressing these attitudinal barriers, communities can create a more welcoming environment that values diversity and strengthens the integration of PWDs into all areas of life, promoting their active role in the development agenda.

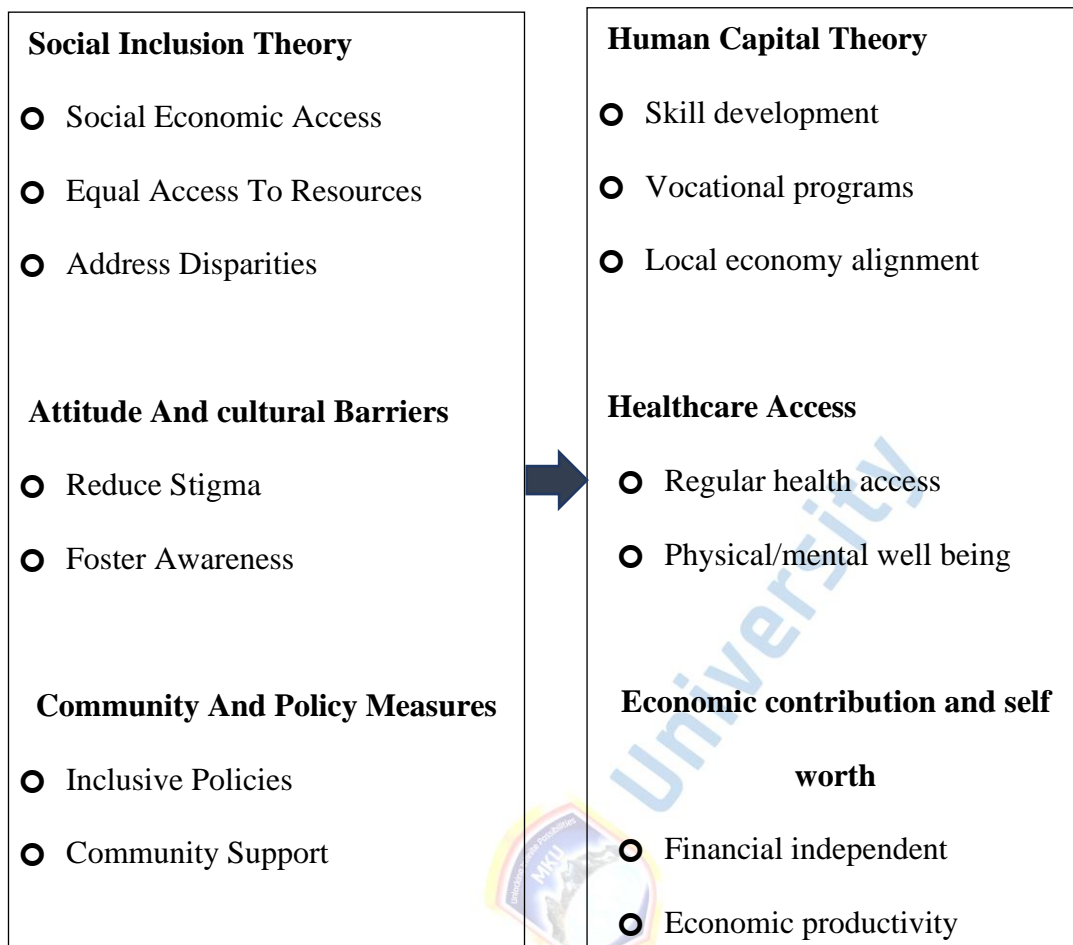
### **2.2.2 Human Capital Theory**

Human Capital Theory also emphasizes the need for tailored interventions to maximize PWDs' potential by providing specific skills and competencies that align with local economic needs (Mincer, 1974). In Loima Sub-County, this approach would entail developing educational and vocational programs focused on skills relevant to the local economy, such as agriculture, small-scale commerce, or artisan crafts. By fostering these competencies, the community can increase the employability and productivity of PWDs,

ultimately enhancing their financial independence and self-worth. This investment in human capital creates a ripple effect, as PWDs become contributors to the economy, which can, in turn, improve overall societal welfare and encourage further inclusion efforts (Bowman, 1966).

Furthermore, Human Capital Theory underscores that access to healthcare is a vital component in building a resilient and productive population (Grossman, 1972). For PWDs in Loima Sub-County, access to regular healthcare and rehabilitation services is essential for maintaining physical and mental well-being, enabling consistent participation in socio-economic activities. Health interventions, when combined with educational and skill-building initiatives, support PWDs in overcoming physical and psychological challenges that may otherwise hinder their participation in development.

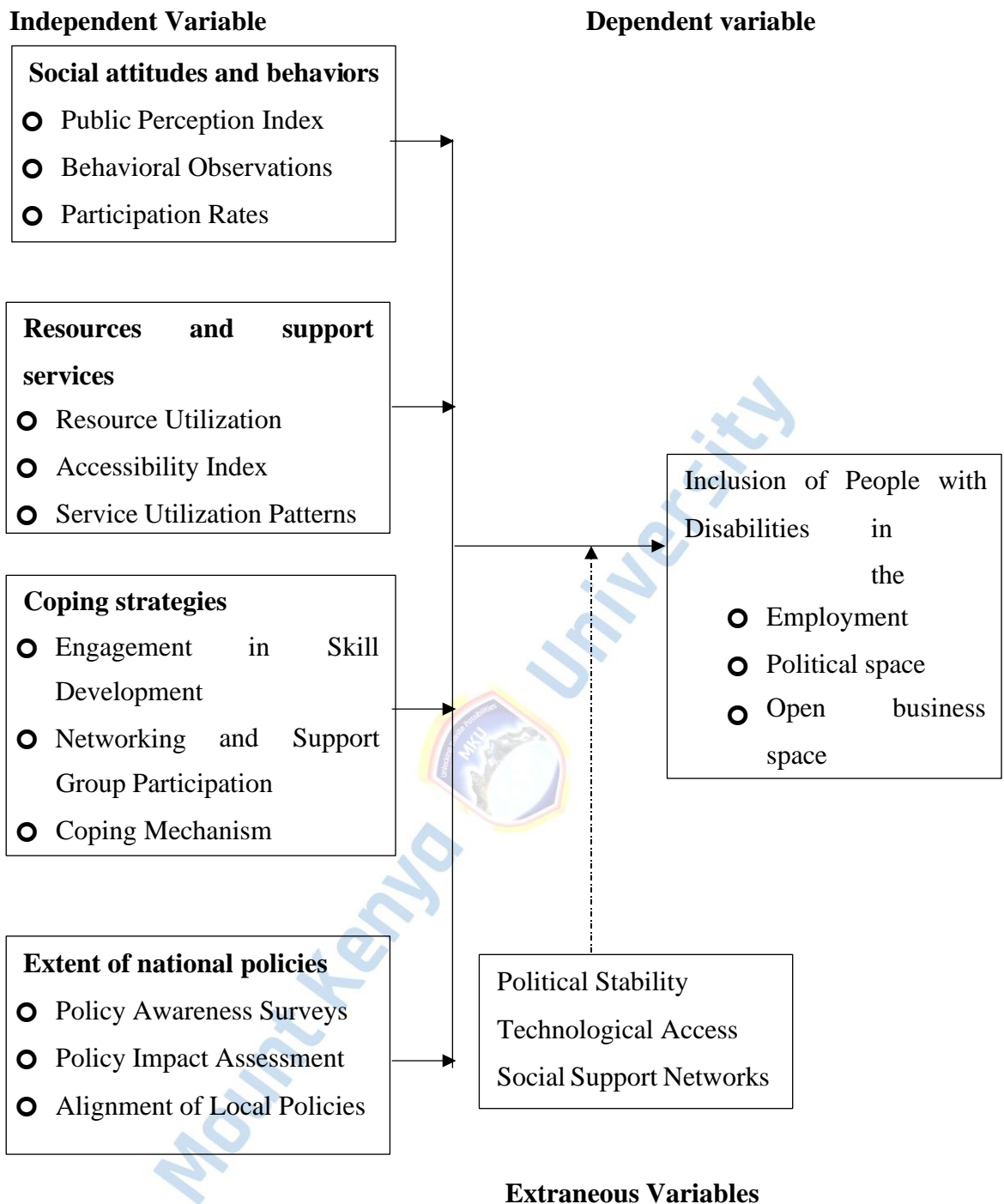
This holistic approach reflects Human Capital Theory's assertion that health, education, and skill-building form a foundation for productivity and economic growth, ensuring that PWDs can actively contribute to and benefit from Kenya's development agenda.



**Figure 1: Theoretical Framework**

### 2.3 Conceptual framework

The conceptual framework for the study is presented below:



**Figure 2: Conceptual Framework**

Source: **Researcher, 2024**

**The conceptual framework was based on the following assumptions:**

Disability is a multidimensional concept involving physical, social, cultural, economic, cognitive, and environmental factors that limit the full participation of people living with disabilities (PLWDs) in society. Inclusion seeks to ensure PLWDs have equal access to

development opportunities like education, healthcare, employment, and economic prospects, enabling their full societal participation. However, socio-economic factors, including social attitudes and behaviors, act as significant barriers to inclusion, while resources, coping strategies, and supportive legislation can help mediate these barriers. By addressing these socio-economic obstacles and promoting supportive policies, society can foster greater inclusion and accessibility for PLWDs.

#### **2.4 The Recap of Literature Review**

Disability-inclusive development aimed to create a society where all individuals with disabilities are valued and given equal rights. Such disability-inclusive practices aimed to promote equity of access and fair outcomes for all persons worldwide. More disability-inclusive development practices make it easier to correct this mistake and produce more fair results. On the long road to a truly disability-inclusive society, acknowledging the rights of people with disabilities is a crucial step (CBM,2022). The literature study showed that the inclusion of PLWDs remained a significant challenge around the globe. It has been noticed that disabled persons have long been left out of development initiatives. Even if a lot has been done to make it possible for people with disabilities to engage in the development agenda, it has also become clear that segregation is keeping them out of development-related activities.

Additionally, it has been stated that including PLWDs in development has additional benefits. Because of this, there was agreement that everyone in the community, including those with disabilities, should participate in all development activities. In order to accomplish this, inclusion has been seen as a practical way to guarantee participation by individuals with impairments. Various factors with socio-economic implications that could influence the involvement of individuals with disabilities in development agendas have been recognized.

The nature or circumstances surrounding these social attitudes and behaviors will either foster or impede the inclusion of people with disabilities in the development process. It was emphasized that the accessibility of resources and assistance programs directly impacted on how well persons with impairments are included. The researcher also wanted to learn about the coping mechanisms PLWDs employed to better integrate themselves into development initiatives. These survival techniques are self-made by PLWDs in an effort to establish their relevance or force their way onto development agendas. Disability-related laws and policies have also been proven to support the inclusion of PLWDs.



## CHAPTER THREE

### RESEARCH DESIGN AND METHODOLOGY

#### 3.0 Introduction

This chapter outlined the research design, sampling strategy, and data collection methods employed to examine the inclusion of persons with disabilities (PWDs) in development agendas. It covered key areas such as research instruments, pilot studies, data collection protocols, data processing, analysis techniques, results presentation, ethical considerations, data management, and the study site/population.

#### 3.1 Research Design

The study adopted a descriptive survey design to accurately depict the current state of PWD inclusion in developmental activities. This approach was selected for its ability to collect data on existing conditions and respondent perspectives. The descriptive nature of the design facilitated the gathering of relevant and precise information, allowing exploration of relationships between variables influencing inclusion. This design is well-suited for deriving generalizable conclusions from collected data (Gay, 2018; Kombo & Tromp, 2016). It helps identify current trends and outlines connections between variables (Cohen et al., 2018).

##### 3.1.1 Research Variables

The study focused on factors influencing the inclusion of people with disabilities (PWDs) in development activities, categorizing these as independent and dependent variables. The independent variables included social attitudes and behaviors, such as stigma and discrimination, which affect PWDs' participation in development. The availability of resources and support services, including infrastructure, assistive devices, and specialized support, was also examined. Additionally, the study explored coping

mechanisms, such as social support systems and self-advocacy, that enhance PWDs' involvement. The impact of national legislation and policies was assessed, focusing on disability rights and their influence on PWDs' decision-making and employment opportunities. The dependent variable, PWD inclusion, was measured through their participation in community development activities, including decision-making, employment, and education. The study aimed to assess how well PWDs are integrated into initiatives that contribute to community growth and sustainability.

### **3.2 Location of the Study**

The study was conducted in Loima Sub-County, located in Turkana County, Kenya.

Covering an area of 9,120 square kilometers, Loima is situated to the west of Turkana Central, north of Turkana South, and northwest of Turkana West. The region is positioned at approximately 2.684°N latitude and 35.452°E longitude. According to the 2019 census, Loima Sub-County had a population of 107,795 people distributed across its four administrative wards: Lobei/Kotaruk, Lokiriama/Lorengippi, Loima, and Turkwel.

Loima has a predominantly semi-arid climate, characterized by high temperatures ranging from 25°C to 40°C and limited, erratic rainfall. This climate poses challenges for agriculture, making pastoralism the primary economic activity. Most residents rear cattle, goats, sheep, and camels, with some small-scale farming along the Turkwel River, where irrigation enables the cultivation of crops like maize and sorghum. Trade, particularly in livestock and livestock products, is vital to the local economy, with markets in Lorengippi and Lokiriama.

The sub-county faces significant socio-economic challenges. Healthcare services are limited, with facilities spread over large distances, making access particularly difficult for people with disabilities (PWDs). The education infrastructure is also underdeveloped, with many schools lacking essential resources and inclusive services for children with

disabilities. Water scarcity is a major issue, with communities relying on seasonal rivers and boreholes for their supply.

Despite these challenges, several development efforts, including Community-Led Total Sanitation (CLTS) programs and initiatives supporting pastoralist communities, aim to improve living conditions. Loima Sub-County provides a unique context for this research, highlighting the socio-economic difficulties and barriers faced by PWDs in accessing services and participating in development activities.

### **3.3 Target Population**

The target population for this study comprised individuals with disabilities in Loima Sub-County, Turkana County. Population refers to a group of individuals sharing common observable characteristics that distinguish them from other groups. According to the Kenya National Bureau of Statistics (KNBS), the prevalence of disabilities in Kenya is estimated at 2.2%. Given Loima Sub-County's total population of 107,795 (KNBS, 2019), this translates to approximately 2,372 individuals living with disabilities (calculated as 2.2% of 107,795).

The study specifically focused on these 2,372 individuals, targeting adults aged 18 and above, as this age group is likely to have relevant experiences in the development sector and may have encountered inclusion-related issues.

In addition to people living with disabilities (PLWDs), the study included government officials and representatives from non-governmental organizations (NGOs) and community-based organizations (CBOs). These stakeholders play a critical role in influencing development initiatives and interacting with PLWDs. Their insights into the barriers and facilitators of inclusion in development activities provided valuable context for the research. This comprehensive approach aimed to ensure a well-rounded

understanding of the dynamics affecting the inclusion of people with disabilities in the development agenda.

**Table 1: Key Informants**

| S/<br>N           | Name<br>Ward             | of<br>No. | of No.<br>County<br>Assistant<br>Ward<br>Commissioner<br>Admins<br>s (DOs) | of No.<br>SubCounty<br>Social<br>Devt<br>Officer<br>s | of No.<br>Location<br>Chiefs | of No.<br>CSO/NGO<br>Representative<br>s | of |
|-------------------|--------------------------|-----------|--|---|------------------------------|--|----|
| 1                 | Loima                    | 1         | 1  | 1   | 1                            | 3  |    |
| 2                 | Lokiriama/Lor<br>engippi | 1         | -  | 2   | -                            | -  |    |
| 3                 | Lobei/Kotaruk            | 1         | -  | 1   | -                            | 2  |    |
| 4                 | Turkwel                  | 1         | -  | 5   | -                            | -  |    |
| <b>To<br/>tal</b> |                          | <b>4</b>  | <b>2</b>   | <b>1</b>  | <b>12</b>                    | <b>5</b>                                 |    |

Source: Researcher ,2024

### **3.4 Inclusion and Exclusion Criteria**

#### **3.4.1 Inclusion Criteria**

Participants in this study included people living with disabilities (PLWDs) aged 18 years and above who resided in Loima Sub-County, Turkana County, Kenya.

#### **3.4.2 Exclusion Criteria**

PLWDs who were unable to communicate or provide informed consent were excluded from the study.

### **3.5 Sampling Procedures and Sample Size Calculation**

#### **3.5.1 Sampling Design**

The study employed a multi-stage sampling procedure consisting of three stages to select participants. In the first stage, all four administrative wards in Loima Sub-County were included to ensure comprehensive geographic coverage. In the second stage, a list of people living with disabilities (PLWDs) residing in these selected wards was obtained from local government offices, establishing an accessible sampling frame. In the final stage, participants were selected through purposive sampling, adhering to specific inclusion and exclusion criteria to ensure that the chosen individuals were suitable for the study's objectives.

#### **3.5.2 Sample Size Calculation**

The sample size was calculated using a formula suitable for the target population. Given the prevalence of people living with disabilities in Kenya is estimated at 2.2%, this statistic was applied to the total population of Loima Sub-County (107,795) to estimate the number of PLWDs, resulting in approximately 2,372 individuals (calculated as 2.2% of 107,795).

The formula used is shown below:

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

Where:

n: required sample size

X<sup>2</sup>: the table value of chi-square for one degree of freedom at the desired level of confidence (assuming 95% level of confidence)

N: the population size

P: the percentage of the total population (assumed to be 0.54 to provide the largest possible sample size).

ME<sup>2</sup>: the level of precision as a fraction (0.5) (the target margin of error).

$$n = \frac{X^2 * N * P * (1-P)}{(ME^2 * (N-1)) + (X^2 * P * (1-P))}$$

$$= \frac{1.96^2 * 2372 * 0.5 * (1-0.5)}{(0.05^2 * (2372-1)) + (1.96^2 * 0.5 * (1-0.5))}$$

$$= 330$$

Adjusting for a 10% non-response rate will be applied on sample size which will result to addition of 33 extra respondents. This results to a total of 363 PLWDs will be included in the study. In addition 22 Key information will be interviewed as well to bring the sample size to **385**.

**Table 2: Sample population**

| Name of ward         | No. Assistant ward Comm. Admins | No of ward Admins | No of PLWDs | No. local chiefs officers | No Social Dev't reps | ofNo of civil society/NGO reps | Total |
|----------------------|---------------------------------|-------------------|-------------|---------------------------|----------------------|--------------------------------|-------|
| Lobei /Kotaruk       | 2                               | 1                 | 83          | 2                         | 1                    | 3                              | 92    |
| Lokiriama/Lorengippi |                                 | 1                 | 70          | 2                         |                      |                                | 73    |
| Loima                |                                 | 1                 | 60          | 2                         |                      |                                | 63    |
| Turkwel              |                                 | 1                 | 150         | 6                         |                      |                                | 157   |

|              |          |          |            |           |          |          |            |
|--------------|----------|----------|------------|-----------|----------|----------|------------|
| <b>Total</b> | <b>2</b> | <b>4</b> | <b>363</b> | <b>12</b> | <b>1</b> | <b>4</b> | <b>385</b> |
|--------------|----------|----------|------------|-----------|----------|----------|------------|

**Source:** Researcher ,2024

### **3.6 Data Collection**

The study employed a mixed-methods approach to gather primary data, utilizing questionnaires for both quantitative and qualitative insights. The Open Data Kit (ODK) program facilitated data collection in the remote Loima Sub-County, addressing challenges of limited internet connectivity.

#### **3.6.1 Qualitative Data**

Qualitative data were collected through open-ended questionnaires, focus group discussions (FGDs), and key informant interviews (KIIs). FGDs involved 12 participants from recognized self-help organizations for PWDs, promoting diverse perspectives on inclusion. KIIs with ward administrators and community workers provided in-depth insights into socio-economic barriers and government policies related to PWD inclusion. Data were recorded, transcribed, and analyzed using NVivo software to ensure thorough exploration of participant experiences.

#### **3.6.2 Quantitative Data**

Quantitative data were gathered using descriptive statistical methods, focusing on sociodemographic characteristics of people living with disabilities (PLWDs). Numerical coding streamlined data management and analysis, allowing for the identification of trends through measures such as means, frequencies, and percentages.

By integrating both qualitative and quantitative methods, the study aimed to provide a comprehensive understanding of the challenges faced by PWDs, ultimately informing targeted recommendations for enhancing their inclusion in development activities.

### **3.7 Research Instruments**

Research instruments consist of standardized questions aimed at gathering data from a specific group under investigation. In this study, a variety of data collection methods and analytical approaches were utilized (Rea & Parker, 2014). The integrity of the study's results and conclusions hinges on the quality of the data collected, which is fundamentally influenced by the research instruments employed. As the saying goes, "garbage in, trash out"; thus, selecting appropriate tools was essential to ensure valid and reliable findings. The following instruments were used in this study:

### **3.8 Data Collection Instruments**

#### **3.8.1 Questionnaires**

Quantitative data were gathered using semi-structured questionnaires designed to collect demographic information and socio-cultural and socio-economic factors affecting people living with disabilities (PLWDs). The questionnaires featured a combination of closed-ended and open-ended questions. Closed-ended questions facilitated quantitative data collection and improved response rates, while open-ended questions allowed respondents to share their thoughts and experiences, providing richer qualitative insights.

#### **3.8.2 Interview Guides**

Interview guides were utilized for data collection during focus group discussions (FGDs), in-depth interviews (IDIs), and key informant interviews (KIIs). Voice recorders captured the discussions, which were later transcribed verbatim for analysis.

### **3.9 Piloting of Research Instruments**

Piloting research instruments involves testing them on a small group of individuals with characteristics similar to the target respondents. This process enhances the study's success and efficacy (Britner & Pajares, 2006). The researcher conducted a pilot study in Lorugum, the administrative center of Loima Sub-County, to evaluate the usability of the

questionnaire and the effectiveness of the research methodologies. Anticipating potential issues before the actual data collection is critical (Malmqvist et al., 2019). The pilot study allowed for the testing of research instruments and gathering feedback to refine the data collection process. This included reviewing the effectiveness of the interview schedule and the background information questionnaire. Insights gained led to necessary adjustments, enhancing clarity and effectiveness. The thorough piloting process ensured the research instruments were well-prepared for actual data collection, contributing to the study's robustness.

### **3.10 Validity of the Research Instruments**

Content validity is established when experts knowledgeable about the subject matter conduct a thorough review of the research instrument (Orodho, 2009). In this study, the researcher consulted reviewers and supervisors, who reviewed the survey questions to ensure their relevance and appropriateness in measuring the study's objectives.

### **3.11 Reliability of the Research Instruments**

Reliability refers to the consistency with which a questionnaire or assessment tool produces the same results when administered multiple times (Orodho, 2009). To assess the reliability of the research instruments, the researcher administered them to a group of participants similar to the study population. After two weeks, the same participants completed the instruments again. The responses from both rounds were scored and compared using the Spearman Rank Order Correlation Coefficient ( $\rho$ ) to determine the level of agreement between the two sets of responses.

*$\rho$*

$$= 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

A reliability coefficient of 0.75 or higher was considered acceptable. As per Zevin et al. (2013), a correlation coefficient ( $\rho$ ) of approximately 0.75 was deemed sufficiently high to confirm the instrument's reliability.

### **3.12 Data Management, Analysis, and Presentation**

#### **3.12.1 Quantitative Data**

Data analysis was conducted using Stata version 17 after the collected data was cleaned, entered, and exported. The analysis involved Descriptive Analysis Frequencies, percentages, and tabulations were generated to summarize the distribution of respondents' ratings for the questionnaire items.

#### **3.12.2 Statistical Tests**

Chi-square tests were conducted to evaluate the relationships between independent and dependent variables, identifying potential associations within the data. Additionally, Analysis of Variance (ANOVA) was utilized to examine differences between group means, with both tests performed at a significance level of 0.05. To further analyze the data, multivariate logistic regression was employed to identify socio-economic factors influencing the inclusion of persons living with disabilities (PLWDs) in the development agenda. This regression analysis incorporated several measures: the odds ratio (OR) was calculated to assess the strength of associations, a 95% confidence interval provided an estimate of precision for the odds ratios, and statistical significance was confirmed by a p-value of less than 0.05.

#### **3.12.3 Qualitative Data**

Audio recordings from the interviews were transcribed and analyzed using thematic analysis. This process involved grouping responses to identify emerging themes, which highlighted barriers faced by Persons Living with Disabilities (PLWDs) in accessing education and training, the coping strategies they employed to improve their inclusion in

development, and the impact of poverty on their participation. Additionally, content analysis assessed the influence of government policies on PLWD inclusion. The study ultimately triangulated qualitative and quantitative data to provide a comprehensive understanding of the findings.

### **3.14 Ethical Considerations**

To protect participants' rights and well-being, the study adhered to several ethical standards. Informed consent was obtained from all participants, who were briefed on the study's objectives, procedures, risks, and benefits. Participation was voluntary, and confidentiality was ensured, safeguarding personal information throughout the research process. To minimize harm, the study was conducted with special care for vulnerable populations, such as PLWDs. Participants were informed of their right to withdraw at any time without penalties.

Ethical approval was granted by the Ethics and Research Committee of Mount Kenya University and the Social Development Department of Loima Sub-County. Data protection protocols were implemented to securely store and manage collected data, preventing unauthorized access. The research was conducted transparently, ensuring participants and community leaders understood the study's purpose and potential impacts. Follow-up care was provided for participants who experienced negative effects, and any protocol modifications were reported to the Institutional Review Ethics Committee (IREC) promptly, maintaining the research's ethical integrity.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION OF RESULTS**

## 4.0 Introduction

This chapter presents the analysis and interpretation of the data collected in the study, focusing on socio-economic factors influencing the inclusion of People with Disabilities (PWDs) in the development agenda of Loima Sub-County, Turkana County. The data were gathered through researcher-administered questionnaires, key informant interviews, and focus group discussions (FGDs) with different categories of PWDs. The findings are discussed under key thematic areas, including demographic characteristics, social attitudes and behaviors, resource availability, coping strategies, and the impact of national policies on disability inclusion. These findings are critical to understanding the barriers and enablers affecting PWDs' active participation in local development initiatives.

### 4.1 Demographic Information

The demographic characteristics of the respondents—such as gender, age, marital status, education level, and religion—were analyzed to explore their influence on the inclusion of people with disabilities (PWDs) in development initiatives. This demographic information served two key purposes. First, it provided insight into how different demographic factors affect the participation and inclusion of PWDs in development agendas, revealing that certain groups may face distinct challenges or advantages. Second, examining these demographic profiles ensured that the study sample accurately represented the broader population of PWDs in Loima Sub-County, thereby enhancing the generalizability and relevance of the findings.

Table 3 summarized the demographic characteristics of the respondents, highlighting key variables and their distribution.

**Table 3: Demographic Information of Respondents**

| Variable | Response Category | Frequency | Percent |
|----------|-------------------|-----------|---------|
| Gender   | Male              | 181       | 51.0    |

|                                   |                        |     |      |
|-----------------------------------|------------------------|-----|------|
|                                   | Female                 | 174 | 49.0 |
| <b>Age</b>                        | 18-24                  | 46  | 13.0 |
|                                   | 25-34                  | 92  | 25.9 |
|                                   | 35-44                  | 99  | 27.9 |
|                                   | 45-54                  | 73  | 20.6 |
|                                   | 55 and above           | 45  | 12.7 |
| <b>Highest level of education</b> | None                   | 165 | 46.5 |
|                                   | Technical/Vocational   | 42  | 11.8 |
|                                   | Primary                | 73  | 20.6 |
|                                   | Secondary              | 43  | 12.1 |
|                                   | College/University     | 32  | 9.0  |
| <b>Marital status</b>             | Married                | 201 | 56.6 |
|                                   | Single                 | 75  | 21.1 |
|                                   | Divorced/Separated     | 21  | 5.9  |
|                                   | Widowed                | 35  | 9.9  |
|                                   | Separated              | 23  | 6.5  |
| <b>Religion</b>                   | Christian              | 302 | 85.1 |
|                                   | Muslim                 | 19  | 5.4  |
|                                   | Others/Traditionalists | 34  | 9.6  |

**Source** Field Data (2024)

The findings indicate that 51% of the respondents were male, and 49% were female, demonstrating a near-equal gender distribution. This balance ensures that both men and women with disabilities are adequately represented. The majority of respondents (73.4%) were aged between 25 and 54 years, which reflects a wide representation of active-age individuals, likely to engage in developmental activities.

Education level emerged as a significant factor influencing participation in development programs. The majority (46.5%) of the respondents had no formal education, which could limit their ability to engage in and benefit from development initiatives. In terms of marital status, more than half of the respondents (56.6%) were married, suggesting that many PWDs in the study area bear family responsibilities that could affect their socio-economic status and inclusion.

The dominant religion among respondents was Christianity (85.1%), with a smaller percentage identifying as Muslim (5.4%) or adhering to other traditional beliefs (9.6%).

These religious affiliations could influence cultural values, community engagement, and participation in development programs.

#### 4.2 Type of Disability

The study sought to categorize the respondents by type of disability to ensure all forms of disability were represented in the discussions on inclusion. Table 4 presents a summary of the various disabilities reported by respondents.

**Table 4: Type of Disability (n=355)**

|                               | Frequency | Percent |
|-------------------------------|-----------|---------|
| Physical Disability           | 178       | 50.1    |
| Visual Impairment             | 155       | 43.7    |
| Mental Disability             | 150       | 42.2    |
| Hearing Impairment            | 93        | 26.2    |
| Chronic Progressive Disorders | 25        | 7.0     |
| Maxillofacial Disabilities    | 24        | 6.8     |
| Sensory Disability            | 15        | 4.2     |
| Intellectual Disability       | 13        | 3.7     |
| No Response                   | 6         | 5.4     |

**Source** Field Data (2024)

Table 4 shows that physical disabilities were the most prevalent, affecting 50.1% of the respondents. Visual impairment (43.7%) and mental disabilities (42.2%) were also significant, indicating that these forms of disability are common in Loima Sub-County. Additionally, 26.2% of the respondents reported hearing impairments. The diversity of disabilities suggests that PWDs in the area faced a broad range of challenges requiring tailored interventions.

These findings were in line with other studies in rural Kenya, which emphasized the prevalence of physical and visual disabilities in communities where healthcare services,

including rehabilitation and preventive care, are inadequate (Mwoma, 2019). According to Mitra et al. (2017), rural areas tend to have higher incidences of preventable disabilities, such as visual and physical impairments, largely due to poor health infrastructure. This finding is supported by data from the World Health Organization (WHO, 2011), which linked poor healthcare access with high disability rates in marginalized regions.

In the context of mental disabilities, research by Shakespeare (2014) suggested that the stigmatization of mental health issues, especially in rural areas, remained a major barrier to seeking help, further exacerbating the challenges faced by PWDs in marginalized communities like Loima. Similarly, studies by Resnikoff et al. (2013) indicated that visual disabilities, such as cataracts and glaucoma, are often left untreated in areas with limited medical resources, contributing to the high rates of visual impairments observed in this study.

The demographic and disability profiles of the respondents revealed significant factors influencing the inclusion of PWDs in the development agenda of Loima Sub-County. The diversity of disabilities, coupled with varying education levels and socio-economic statuses, highlighted the need for comprehensive, multi-faceted interventions tailored to the specific needs of PWDs. These findings aligned with the literature, suggesting that effective inclusion strategies must go beyond physical accessibility and address socioeconomic, attitudinal, and policy barriers.

#### **4.3 Social Attitudes and Behaviors Affecting Inclusion**

The first objective of this study was to assess how social attitudes and behaviors influence the inclusion of people with disabilities (PWDs) in development agendas. Previous research by Townsend et al. (2024) indicates that negative social attitudes and discriminatory behaviors are significant barriers to inclusion.

To investigate this, the study employed an eight-item, five-point Likert scale to gather perceptions from PWDs regarding social attitudes and behaviors within their community. Descriptive statistics—including frequencies, percentages, means, and standard deviations—were used for analysis.

The results, summarized in Table 5, reveal the extent to which social attitudes and behaviors impact the inclusion of PWDs in development initiatives.

**Table 5: Perceptions on influence of social attitude and behaviour on inclusion of PWD**

| Social attitude  | and Strongly | Neutral     | Strongly    | Std.        |             |     |              |
|--|--------------|-------------|-------------|-------------|-------------|-----|--------------|
| Disagree   | Disagree     | Agree       | Agree       | Mean Dev    |             |     |              |
| People in the community are generally accepting of individuals with disabilities.  | 21 (5.9%)    | 60 (16.9%)  | 115 (32.4%) | 84 (23.7%)  | 75 (21.1%)  | 3.4 | <b>1.163</b> |
| Individuals with disabilities have equal opportunities to participate in community events and activities.                | 91 (25.6%)   | 123 (34.6%) | 65 (18.3%)  | 50 (14.1%)  | 26 (7.3%)   | 2.4 | <b>1.218</b> |
| Stereotypes and prejudices about disability hinder the inclusion of people with disabilities in development initiatives. | 11 (3.1%)    | 21 (5.9%)   | 56 (15.8%)  | 177 (49.9%) | 90 (25.4%)  | 3.9 | <b>.957</b>  |
| Community members actively engage in promoting the inclusion of people with disabilities in decision-making processes.   | 80 (22.5%)   | 176 (49.6%) | 56 (15.8%)  | 33 (9.3%)   | 10 (2.8%)   | 2.2 | <b>.985</b>  |
| People with disabilities experience social isolation in community gatherings.  | 14 (3.9%)    | 36 (10.1%)  | 57 (16.1%)  | 140 (39.4%) | 108 (30.4%) | 3.8 | <b>1.101</b> |

|   |       |      |       |       |       |       |     |              |
|---|-------|------|-------|-------|-------|-------|-----|--------------|
| Awareness programs about disability issues are effective in changing societal attitudes.  | 52    | 58   | 16.3% | 153   | 53    | 39    | 3.0 | <b>1.231</b> |
|   | 14.6% |      |       | 43.1% | 14.9% | 11.0% |     |              |
| Discrimination against people with disabilities is prevalent in educational institutions. | 7     | 21   |       | 18    | 187   | 122   | 4.1 | <b>1.893</b> |
|   | 2.0%  | 5.9% |       | 5.1%  | 52.7% | 34.4% |     |              |
| People with disabilities face challenges in accessing public spaces and facilities.       | 11    | 28   |       | 16    | 172   | 128   | 4.1 | <b>1.999</b> |
|   | 3.1%  | 7.9% |       | 4.5%  | 48.5% | 36.1% |     |              |

**Source** Field Data (2024)

Table 5 highlighted several significant challenges that limit the full participation of people with disabilities (PWDs) in community and development initiatives. Community acceptance of PWDs was inconsistent, with 44.8% of respondents feeling the community was generally accepting, while 32.4% remained neutral, indicating an uneven level of inclusion. This underscores the need for ongoing efforts to foster widespread acceptance and inclusion within the community.

The study also revealed a lack of equal opportunities, as 60.3% of respondents disagreed that PWDs had access to community events, with only 21.4% agreeing. This restricted access limits PWDs' integration into social life, thereby perpetuating their marginalization. Furthermore, stereotypes and prejudices emerged as a major barrier, with 75.3% of respondents affirming that negative perceptions hinder PWDs' involvement in development initiatives, emphasizing the importance of addressing these harmful attitudes to promote inclusivity.

Exclusion from decision-making processes was another significant issue, as 72.1% of respondents disagreed that the community actively encourages PWDs' involvement in decision-making. This lack of representation restricts PWDs from influencing policies

and decisions that affect their lives. Additionally, social isolation was noted, with 69.8% of respondents agreeing that PWDs often feel isolated during community gatherings, impacting their well-being and sense of belonging. This finding highlights the need for more inclusive social interactions within the community.

The effectiveness of awareness programs was also scrutinized, with mixed responses; 43.1% remained neutral, while 30.9% deemed these programs ineffective. This indicates a need for more impactful awareness campaigns to shift societal attitudes toward PWDs positively. Discrimination in educational settings was a prevalent issue, with 87.1% of respondents acknowledging that it exists in schools, posing a major obstacle to PWDs' personal and academic development.

Finally, accessibility to public spaces remains a critical challenge, as 84.6% of respondents recognized that PWDs face difficulties accessing public areas. This points to ongoing physical barriers that hinder PWDs from fully participating in social and economic activities, emphasizing the necessity of improving accessibility to promote greater inclusion and equality.

The FGDs and KIIs offered deeper insights that align with the quantitative results :

**Community Stigma and Limited Understanding:** One KII respondent stated, *“People with disabilities in Loima Sub-County often face a combination of stigma and limited understanding from the community”* (KII), which echoes the survey results indicating negative social attitudes.

**Exclusion from Development Activities:** FGD participants shared how PWDs are often left out of community and development activities due to misconceptions about their abilities. As one participant said, *“This stigma can result in their exclusion from development activities, as misconceptions about*

*their abilities prevail*” (FGD), corroborating the quantitative finding of limited access to opportunities (60.3% disagreed with PWDs having equal opportunities).

**Physical Barriers and Discriminatory Practices:** A key informant reported that PWDs were excluded from local decision-making committees, which aligns with the survey results where 72.1% felt the community did not promote PWDs' involvement. Furthermore, the lack of accessibility in public spaces (e.g., *“The health clinic in our area has no ramps or accessible toilets”* – FGD) complements the 84.6% of respondents who highlighted access issues.

The quantitative data and the qualitative insights aligned in showing that negative social attitudes, stereotypes, and exclusionary behaviors are significant barriers to the inclusion of PWDs in development initiatives. Both methods confirmed that community acceptance is inconsistent, opportunities were limited, and physical and social barriers remained prevalent. Addressing these issues requires intensified advocacy and awareness efforts, as recognized in both the survey results and qualitative discussions. **4.4 Influence of Availability of Resources and Support Services on Inclusion** This section discusses the second objective of the study: how resource availability and support services impact the inclusion of People with Disabilities (PWDs) in development agendas. The findings reflect both quantitative and qualitative data collected on this objective.

The study explored the actors providing support to PWDs and the types of support available in Loima Sub-County, Turkana. Table 6 outlines the various types of actors that respondents reported.

**Table 6: Actors Supporting People with Disabilities (PWDs)**

| Actors Supporting PWDs | Frequency | Percentage |
|------------------------|-----------|------------|
| County Government      | 198       | 55.8%      |

|  |     |       |
|--|-----|-------|
| National Government                          | 188 | 53.0% |
| Non-Governmental Organizations (NGOs)        | 160 | 45.1% |
| Community-Based Organizations (CBOs)         | 154 | 43.4% |
| National Drought Management Authority (NDMA) | 130 | 36.6% |
| Faith-Based Organizations (FBOs)             | 122 | 34.4% |

**Source** Field Data (2024)

The findings in Table 6 above revealed that government entities, particularly the County Government played a significant role in supporting PWDs (55.8%), followed closely by the National Government (53.0%). Non-Governmental Organizations (NGOs) and Community-Based Organizations (CBOs) also played important roles, though they were recognized by a smaller proportion of respondents (45.1% and 43.4%, respectively). Notably, the involvement of the National Drought Management Authority (NDMA) and Faith-Based Organizations (FBOs) pointed to a diverse landscape of support.

#### 4.4.1: Support given to People with Disabilities

The study also sought to find out the nature of support offered to PWDs, the findings are presented in Table 7 below.

**Table 7: Support Given to People with Disabilities**

| Type of Support for PWDs        | Frequency (n=355) | Percentage |
|---------------------------------|-------------------|------------|
| Cash Transfers                  | 119               | 33.5%      |
| Food Support                    | 105               | 29.6%      |
| Assistive Devices               | 51                | 14.4%      |
| Non-Food Items Support          | 31                | 8.7%       |
| Training on Entrepreneurship    | 27                | 7.6%       |
| Start-Up Capital for Businesses | 25                | 7.0%       |
| Employment                      | 8                 | 2.3%       |
| None                            | 35                | 9.9%       |

**Source** Field Data (2024)

As shown by Table 7 above, these results suggested that most PWDs benefit primarily from cash transfers (33.5%) and food support (29.6%), while fewer respondents reported receiving assistive devices (14.4%) or entrepreneurship training (7.6%). Employment

opportunities were particularly scarce, with only 2.3% of respondents reporting access to such programs.

#### **4.5 Influence of Availability of Resources and Support Services on Inclusion of People with Disabilities in Development Agenda**

The study further employed an eight-item, five-point Likert scale to examine the influence of resource availability and support services on PWD inclusion. Table 8 summarizes the key findings:



**Table 8: Influence of resource availability and support services on inclusion of people with disability in development agenda**

| Resource availability and support services   | SD    | D     | N     | A     | SA    | Mean | Std. Dev |
|--|-------|-------|-------|-------|-------|------|----------|
| Educational institutions in your community accommodate the learning needs of students with disabilities      | 92    | 103   | 91    | 41    | 28    | 2.4  | 1.215    |
|  | 25.9% | 29%   | 25.6% | 11.5% | 7.9%  |      |          |
| People are aware of the available support services for their inclusion in development act                    | 35    | 54    | 83    | 94    | 89    | 3.5  | 1.266    |
|  | 9.9%  | 15.2% | 23.4% | 26.5% | 25.1% |      |          |
| I am satisfied with the healthcare services available for people with disabilities in your community         | 92    | 129   | 73    | 36    | 25    | 2.3  | 1.174    |
|  | 25.9% | 36.3% | 20.6% | 10.1% | 7.0%  |      |          |
| Public infrastructures and facilities for people with disabilities in your community are accessible          | 141   | 131   | 44    | 27    | 12    | 2.0  | 1.064    |
|  | 39.7% | 36.9% | 12.4% | 7.6%  | 3.4%  |      |          |
| Resources allocated to support the needs of people with disabilities in your adequate                        | 150   | 111   | 55    | 26    | 13    | 2.0  | 1.096    |
|  | 42.3% | 31.3% | 15.5% | 7.3%  | 3.7%  |      |          |
| Government initiatives promote the accessibility and usability of public spaces for people with disabilities | 163   | 120   | 41    | 22    | 9     | 1.9  | 1.016    |
|  | 11.5% | 6.2%  | 45.9% | 33.8% | 2.5%  |      |          |
| Existing employment and economic empowerment programs for people with disabilities in promoting              | 57    | 86    | 94    | 67    | 51    | 2.9  | 1.283    |
|  | 16.1% | 24.2% | 26.2% | 18.9% | 14.4% |      |          |
| Existing support services cater to the diverse needs of people with disabilities in the development agenda   | 97    | 123   | 80    | 28    | 27    | 2.3  | 1.178    |
|  | 27.3% | 34.3% | 22.5% | 8.9%  | 7.6%  |      |          |

**Source** Field Data (2024)

These results from Table 8 above underscored significant gaps in educational accommodation (mean = 2.4), healthcare satisfaction (mean = 2.3), public infrastructure

accessibility (mean = 2.0), and resource adequacy (mean = 2.0). Government initiatives to promote accessibility scored lowest (mean = 1.9), suggesting a need for improved policies and programs. Additionally, employment opportunities and support for economic empowerment were seen as insufficient, with a mean of 2.9.

Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) further emphasized the challenges faced by PWDs in terms of resources ;

*“We struggle with limited funding, which restricts our ability to provide adequate support and resources.”* (KII)

*“Many public spaces are still not accessible.”* (FGD)

*“Programs often operate in isolation, leaving gaps in support.”* (KII)

Overall, both quantitative and qualitative findings indicated a pressing need for more resources and support services to improve PWD inclusion in development agendas.

#### **4.6 Coping strategies used by people with disabilities to enhance their social inclusion in development agenda**

Persons with disabilities (PWDs) often adopt various coping strategies to address the challenges they face due to their condition. These strategies can significantly affect their participation in social and development activities. According to Watson et al. (2021), these coping strategies influence not only the experiences and outcomes of PWDs but also their overall quality of life. In this context, the present study sought to explore the coping strategies used by PWDs and how these strategies influence their inclusion in development activities.

The findings from both the quantitative and qualitative data regarding coping strategies used by people with disabilities (PWDs) to enhance their inclusion in development activities revealed significant insights into the effectiveness of these strategies.

A five-point Likert scale with eight items was used to gauge respondents' perceptions of the effectiveness of these coping strategies in promoting the inclusion of PWDs in the development agenda.

The data was analyzed using descriptive statistics, and the results are presented in Table

9

**Table 9: Coping Strategies for people with disability**

| Coping strategy for enhanced inclusion   | SD    | D     | N     | A     | SA    | Mean | Std. Dev |
|--|-------|-------|-------|-------|-------|------|----------|
| Community-based organizations is empowering people with disabilities to actively participate in the development agenda are effective | 34    | 54    | 183   | 44    | 40    | 3.0  | 1.055    |
|  | 9.6%  | 15.2% | 51.5% | 12.4% | 11.3% |      |          |
| People with disabilities feel comfortable in expressing their needs and concerns during community meetings and development planning  | 40    | 93    | 116   | 60    | 46    | 2.9  | 1.183    |
|  | 11.3% | 26.2% | 32.7% | 16.9% | 13.0% |      |          |
| Supportive is the community in adopting and implementing the suggestions and recommendations made by people with disabilities        | 38    | 47    | 194   | 42    | 34    | 3.0  | 1.031    |
|  | 10.7% | 13.2% | 54.6% | 11.8% | 9.6%  |      |          |
| Self-advocacy efforts of people with disabilities in promoting their inclusion   | 24    | 42    | 43    | 116   | 130   | 3.8  | 1.239    |
|  | 6.8%  | 11.8% | 12.1% | 32.7% | 36.6% |      |          |
| People with disabilities actively engage in community-based projects to enhance their inclusion in development initiatives           | 109   | 110   | 76    | 46    | 14    | 2.2  | 1.148    |
|  | 30.7% | 31.0% | 21.4% | 13.0% | 3.9%  |      |          |
| People with disabilities are aware of legal rights and entitlements in the context of development opportunities                      | 79    | 128   | 87    | 42    | 19    | 2.4  | 1.118    |
|  | 22.3% | 36.1% | 24.5% | 11.8% | 5.4%  |      |          |
| People with disabilities receive mentorship and guidance in pursuing educational and career opportunities                            | 44    | 162   | 45    | 54    | 50    | 2.1  | 1.157    |
|  | 12.4% | 43.9% | 12.7% | 15.2% | 14.1% |      |          |

|  |      |       |       |       |  |     |       |
|--|------|-------|-------|-------|--|-----|-------|
| People with disabilities collaborate with each other to collectively address 17 barriers to inclusion in development 4.8% activities | 29   | 60    | 127   | 122   |  | 3.9 | 1.121 |
|  | 8.2% | 16.9% | 35.8% | 34.4% |  |     |       |

**Source** Field Data (2024)

The analysis of the data in Table 9 above showed mixed results regarding the effectiveness of coping strategies. For example, community-based organizations (CBOs) that aim to empower PWDs were only considered effective by 12.4% of respondents, while 51.5% remained neutral (Mean: 3.0). This suggested room for improvement in the empowerment of PWDs through CBOs. Additionally, discomfort among PWDs in expressing their needs during community meetings was evident, with 37.5% of respondents indicating discomfort (Mean: 2.9). This could be a barrier to effective participation in community development.

Another critical aspect revealed was the lack of active engagement by PWDs in community-based projects, with 30.7% strongly disagreeing that PWDs were involved in these initiatives (Mean: 2.2). Moreover, awareness of legal rights among PWDs was low, with only 5.4% strongly agreeing that PWDs were informed of their rights (Mean: 2.4), underscoring the need for more robust legal education efforts.

However, some strategies showed more positive outcomes. Self-advocacy efforts were well-received, with 36.6% of respondents agreeing that these efforts promoted inclusion (Mean: 3.8), and collaboration among PWDs was another area of success, with 34.4% indicating active collaboration (Mean: 3.9).

The qualitative data from key informant interviews (KIIs) and focus group discussions (FGDs) support some of the quantitative results. For example, the effectiveness of awareness campaigns, such as those by World Vision Kenya, was highlighted by key informants, with one stating: *"The awareness*

*workshops organized by World Vision, Kenya have really helped change perceptions."* (KII).

Furthermore, the importance of self-advocacy was reinforced by an FGD participant who said: *"We formed this group to ensure our voices are heard."* (FGD).

The role of vocational training in enhancing the inclusion of PWDs was also emphasized, as a key informant noted: *"The vocational training program helped me gain new skills and find a job."* (KII).

Both the quantitative and qualitative findings highlight gaps in empowerment, legal awareness, and active engagement in community projects, consistent across both datasets. Self-advocacy and collaboration emerge as key strengths, with both the survey responses and qualitative feedback highlighting the success of these strategies in promoting PWDs' inclusion in development agendas.

In conclusion, while PWDs in Loima Sub-County have made strides in self-advocacy and collaboration, challenges remained in areas like community support, awareness of rights, and active participation in development projects. These findings call for targeted interventions to address these gaps and foster a more inclusive environment.

#### **4.7 Influence of national policies related to disability on inclusion of people with disabilities in development agenda**

Thomas et al. (2019) suggested that national disability policies are often complex, fragmented, and lack consistency, making them difficult for people with impairments to understand. These policies vary significantly across different jurisdictions and departments, leading to challenges in accessing rights and benefits. In this study, the influence of national disability policies on the inclusion of people with disabilities (PWD) in development activities was examined in Loima Sub-County.

The analysis of both quantitative and qualitative findings provided a detailed understanding of the influence of national policies on the inclusion of people with disabilities (PWDs) in Loima Sub-County.

A five-point Likert scale survey consisting of eight items was administered to 355 PWD, with results summarized in Table 10.

**Table 10: Perspective on influence of national policy related to disability on inclusion of people with disability in development agenda**

| National policy related to disability  | SD    | D     | N     | A     | SA   | Mean | Std. Dev |
|--|-------|-------|-------|-------|------|------|----------|
| People with disabilities are aware of their rights and entitlements as stipulated in national policies related to disability and development | 46    | 110   | 106   | 63    | 30   | 2.8  | 1.139    |
|  | 13.0% | 31.0% | 29.9% | 17.7% | 8.5% |      |          |
| National policies adequately address the specific needs and challenges faced by people with disabilities in your                             | 107   | 94    | 71    | 57    | 26   | 2.6  | 1.160    |
|  | 30.1% | 26.5% | 20.0% | 16.1% | 7.3% |      |          |
| Familiar with national policies related to the inclusion of people with disabilities in development  | 76    | 129   | 98    | 34    | 18   | 2.4  | 1.081    |
|  | 21.4% | 36.3% | 27.6% | 9.6%  | 5.1% |      |          |
| Government agencies collaborate with local communities to ensure the effective implementation of policies related to disability and          | 112   | 83    | 69    | 68    | 23   | 2.4  | 1.180    |
|  | 31.5% | 23.4% | 19.4% | 19.2% | 6.5% |      |          |
| National policies contribute to changing societal attitudes towards the inclusion of people with disabilities in development activities      | 28    | 32    | 213   | 59    | 23   | 3.0  | .912     |
|  | 7.9%  | 9.0%  | 60.0% | 16.6% | 6.5% |      |          |
| National policies address economic empowerment opportunities for people with disabilities in your community well                             | 26    | 35    | 233   | 34    | 27   | 3.0  | .891     |
|  | 7.3%  | 9.9%  | 65.6% | 9.6%  | 7.6% |      |          |

|  |       |       |       |       |      |       |
|--|-------|-------|-------|-------|------|-------|
| You are satisfied with the level of accountability and transparency in 90 the implementation of policies supporting the inclusion of people      | 114   | 80    | 45    | 26    | 2.3  | 1.200 |
|  | 25.4% | 32.1% | 22.5% | 12.7% | 7.3% |       |
| National policies implemented at the local level to promote the inclusion of people with disabilities in 6.2% development projects are effective | 22    | 40    | 237   | 45    | 11   | 3.0   |
|  | 11.3% | 66.8% | 12.7% | 3.1%  |      | .781  |

**Source** Field Data (2024)

The quantitative data from Table 10 above, revealed significant challenges in policy awareness and implementation. For instance, nearly 44% of respondents disagreed that people with disabilities are aware of their rights as outlined in national policies, with a mean score of 2.8. Similarly, 56.6% felt that national policies do not adequately address their specific needs, scoring a low mean of 2.6. Furthermore, 57.7% disagreed with the statement that PWDs are familiar with policies related to their inclusion in development, reflected in a mean score of 2.4. This indicates a widespread lack of awareness and understanding of the existing disability policies.

Dissatisfaction extended to the collaboration between government agencies and local communities, with 54.9% of respondents disagreeing that there was effective cooperation. A mean score of 2.4 in this regard suggested that many feel the implementation of these policies is inadequate. Regarding societal attitudes and economic empowerment, responses were more neutral, with mean scores of 3.0, showing uncertainty about the role of policies in addressing these areas. However, accountability and transparency were rated poorly, with a mean score of 2.3, indicating dissatisfaction with how policies were enforced at the local level.

The qualitative data supported these findings, highlighting several key themes. Participants from Focus Group Discussions (FGDs) and Key

Informant Interviews (KIIs) noted the lack of awareness among community members and leaders about disability policies. One key informant stated: *“There are policies for inclusion, but they are not effectively enforced at the local level.”* (KII). Additionally, coordination between sectors was seen as a significant barrier to policy implementation, as another key informant emphasized: *“The lack of coordination between sectors makes it difficult for people with disabilities to access all the services they need.”* (KII).

Both FGDs and KIIs underscored the need for stronger advocacy and enforcement of policies. One FGD participant remarked: *“Many people, including leaders, are not aware of the policies that support the rights of people with disabilities.”* (FGD).

In conclusion, the corroborated findings illustrated that while national disability policies existed, their effectiveness was hindered by poor awareness, insufficient enforcement, and a lack of coordination. For sustained progress, stronger advocacy efforts, enhanced local-level policy implementation, and better service delivery are essential to promote the full inclusion of PWDs in development activities.

#### **4.8 Challenges for Inclusion in Development Agenda**

This question was a general question added to capture general challenges across the four study objectives .

**Table 11: Challenges for Inclusion in Development Agenda**

|  |     |      |
|--|-----|------|
| Discrimination   |     | 73.7 |
| Lack of access to resources and infrastructure "                   | 117 | 61.6 |
| Inadequate Availability of government resources, offices for PLWDs | 114 | 60   |
| Lack of access to information                                      | 109 | 57.4 |

|   |  |                  |                |
|---|--|------------------|----------------|
| <b>n=190(53.5%)</b><br>142                            | Lack of awareness of rights            | 94               | 49.5           |
|   | Stigma, labelling and cultural beliefs | 98               | 51.6           |
|   | Illiteracy                             | 75               | 39.5           |
|   | Lack of family support                 | 51               | 26.8           |
|   | Lack of government accountability      | 32               | 16.8           |
|   | Political interferences                | 12               | 6.3            |
| <b>Challenges for inclusion in development agenda</b> |  | <b>Frequency</b> | <b>Percent</b> |

**Source** Field Data (2024)

The findings from Table 11 revealed significant barriers to the inclusion of people with disabilities (PWD) in development activities within Loima Sub-County. The most prevalent challenge is discrimination, reported by 73.7% of respondents, indicating widespread prejudiced attitudes and unequal treatment that limit PWDs' participation in development initiatives. This highlights the need for strategies to combat negative perceptions of disability.

A considerable portion of respondents (61.6%) also identified the lack of access to resources and infrastructure as a key obstacle. This included limited availability of essential facilities, such as accessible buildings and transportation, which were necessary for PWD to fully engage in community activities. Similarly, inadequate government support was cited by 60% of respondents, emphasizing the lack of specialized services and offices that catered the needs of PWD, which further contributed to their exclusion. Lack of access to information was a significant concern for 57.4% of respondents, reflecting the challenges PWD faced in obtaining knowledge about available services, legal rights, and opportunities for inclusion. This lack of information directly impacted their ability to advocate for their rights and participate in development programs. Another prominent barrier is stigma, labeling, and cultural beliefs, reported by 51.6% of respondents. Cultural norms that stigmatized disability reinforced social exclusion, making it difficult for PWD to be accepted in community development. Illiteracy was

also highlighted by 39.5% of respondents, limiting their ability to access written information about services and opportunities, thus hindering their participation. Further, lack of family support (26.8%) added to the exclusion of PWD, as families played a vital role in encouraging their involvement in development activities. Without such support, PWD may face increased isolation.

Institutional challenges, including lack of government accountability (16.8%) and political interference (6.3%), also hindered the effective implementation of policies aimed at supporting PWD. These issues undermine transparency and fairness in the allocation of resources and can result in poor enforcement of policies meant to promote inclusion.

To address these challenges, it is essential to implement targeted interventions, such as raising awareness about PWD rights, improving access to infrastructure and resources, and ensuring greater government accountability. Additionally, tackling societal attitudes through community-based education and advocacy efforts can help reduce discrimination and stigma, ultimately fostering a more inclusive environment for PWD in Loima Sub-County.

#### **4.9 Statistical Tests Findings**

In this study, multiple statistical tests were employed to analyze the data related to the inclusion of people with disabilities (PWDs) in Loima Sub-County. The researcher utilized Chi-square tests, ANOVA tests, Multivariate Logistic Regression, and Correlation Analysis to identify key socio-economic factors that influence the inclusion of PWDs in the development agenda. Below are the results from each test presented in tabular form, along with explanations to ensure clarity and ease of understanding.

#### 4.9.1 Chi-square Test Results

The Chi-square test assessed relationships between categorical variables, such as social attitudes, stereotypes, and resource availability, to evaluate their influence on PWD inclusion. The results demonstrated whether there was a significant difference between observed and expected frequencies for each variable.

**Table 12: Chi-square Test results**

| Variable                                 | Chisquare Statistic | p-value                  | Interpretation   |
|--|---------------------|--------------------------|--|
| Community Acceptance of Disabilities     | 66.79               | 1.08 × 10 <sup>-13</sup> | Significant; community acceptance is not uniform.                              |
| Equal Opportunities for Participation    | 78.96               | 2.90 × 10 <sup>-16</sup> | Significant; PWDs do not have equal opportunities to participate.              |
| Stereotypes Hindering Inclusion          | 252.42              | 1.96 × 10 <sup>-53</sup> | Highly significant; stereotypes strongly hindered inclusion.                   |
| Active Inclusion in Decision-Making      | 232.34              | 4.14 × 10 <sup>-49</sup> | Significant; lack of involvement in decision-making processes.                 |
| Social Isolation at Community Gatherings | 152.11              | 7.18 × 10 <sup>-32</sup> | Significant; social isolation was prevalent among PWDs.                        |
| Effectiveness of Awareness Programs      | 121.15              | 3.03 × 10 <sup>-25</sup> | Significant; mixed perceptions on the effectiveness of awareness programs.     |
| Discrimination in Education              | 358.62              | 2.41 × 10 <sup>-76</sup> | Highly significant; widespread discrimination in educational institutions.     |
| Access to Public Spaces                  | 308.79              | 1.38 × 10 <sup>-65</sup> | Highly significant; PWDs face substantial barriers in accessing public spaces. |

**Source** Field Data (2024)

Findings from Table 12 above, indicate that the p-values for all variables were well below 0.05, indicating significant relationships between variables. For example,

stereotypes and discrimination in educational settings strongly impact PWD inclusion, while barriers to public spaces and decision-making participation remain key obstacles.

#### 4.9.2 ANOVA Test Results

ANOVA (Analysis of Variance) compared means across different groups, such as PWDs' perceptions of resource availability, awareness programs, and inclusion. This test identified whether significant differences existed between the groups.

**Table 13: ANOVA Test Results**

| Variable                              | F-statistic | pvalue | Interpretation  |
|---------------------------------------|-------------|--------|---|
| Perception<br>Community Acceptance    | of 5.67     | 0.001  | Significant; perceptions differ across groups (e.g., age, education level).     |
| Satisfaction<br>Resource Availability | with 7.82   | 0.002  | Significant; differences in satisfaction with resources across PWD groups.      |
| Effectiveness<br>Disability Awareness | of 3.45     | 0.025  | Significant; variation in perceptions of program effectiveness.                 |
| Access to Public Spaces               | 6.12        | 0.000  | Significant; differences in access across groups (e.g., geographical location). |
| Discrimination<br>Education           | in 8.45     | 0.001  | Significant; variation in reported experiences of discrimination.               |

**Source** Field Data (2024)

From the Table 13 above, the ANOVA test revealed that perceptions vary significantly across different groups of PWDs. For instance, differences in perceptions of community acceptance and discrimination highlighted the unequal experiences of PWDs based on factors like education and geographic location. The findings showed that resource availability and access to public spaces were not equally distributed among PWDs, requiring targeted interventions.

#### 4.9.3 Correlation Analysis Results

Correlation analysis measured the strength and direction of relationships between continuous variables, such as social attitudes, stereotypes, and inclusion behaviors. This helped determine how variables interacted with one another.

**Table 14: Correlation Analysis Results**

| Variable   | Correlation Coefficient (r) | Interpretation   |
|--|-----------------------------|--|
| Community Acceptance and Equal Opportunities         | 0.62                        | Moderate positive correlation; higher community acceptance is associated with better opportunities for PWDs. |
| Stereotypes and Social Isolation                     | 0.74                        | Strong positive correlation; more stereotypes are linked with greater social isolation.                      |
| Awareness Programs and Public Space Access           | 0.55                        | Moderate positive correlation; effective awareness programs are linked to improved access to public spaces.  |
| Discrimination in Education and Policy Effectiveness | -0.38                       | Weak negative correlation; more discrimination in education is linked with lower effectiveness of policies.  |

**Source** Field Data (2024)

Table 14 above showed that the correlation coefficients indicate the strength and direction of relationships. For example, a strong positive correlation ( $r = 0.74$ ) between stereotypes and social isolation suggests that higher levels of stereotypes are strongly linked to increased social isolation among PWDs. On the other hand, the negative correlation between discrimination in education and policy effectiveness indicates that as discrimination increases, policy effectiveness declines, though this relationship is relatively weak.

#### 4.9.4 Multivariate Logistic Regression Results

Multivariate logistic regression identifies predictors of PWD inclusion by analyzing the relationships between multiple independent variables (e.g., social attitudes, resources, policy implementation) and the dependent variable (PWD inclusion). This test estimates the odds of inclusion based on these factors.

**Table 15: Multivariate Logistic Regression results**

| Independent Variable | Odds Ratio (OR) | 95% Confidence Interval | pvalue | Interpretation |
|----------------------|-----------------|-------------------------|--------|----------------|
|----------------------|-----------------|-------------------------|--------|----------------|

|                                   |        |     |            |       |   |
|-----------------------------------|--------|-----|------------|-------|---|
| Negative Attitudes                | Social | 2.5 | [1.8, 3.4] | 0.001 | Significant; negative attitudes increase exclusion of PWDs.             |
| Availability Resources            | of     | 0.7 | [0.5, 0.9] | 0.005 | Significant; better resource availability reduces exclusion.            |
| Effective Implementation          | Policy | 1.6 | [1.2, 2.1] | 0.002 | Significant; policies positively influence inclusion of PWDs.           |
| Support Networks (CBOs, NGOs)     |        | 1.9 | [1.4, 2.5] | 0.003 | Significant; strong support networks improve inclusion.                 |
| Education Level                   |        | 1.3 | [1.1, 1.6] | 0.008 | Significant; higher education levels correlate with better inclusion.   |
| Employment Opportunities for PWDs |        | 0.9 | [0.7, 1.2] | 0.109 | Not significant; employment programs had a limited effect on inclusion. |

**Source** Field Data (2024)

The odds ratio (OR) provides a measure of how likely PWDs inclusion is based on the presence of different factors. For example, Table 14 above showed that a negative social attitude increased the odds of exclusion (OR = 2.5), while better resource availability decreased exclusion (OR = 0.7). Effective policy implementation and support networks significantly improved inclusion, but current employment programs were not found to have a substantial effect.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.0 Introduction

This chapter comprehensively discusses the study findings per section/objective.

#### 5.1 Demographic Information Analysis

The study featured a near-equal gender distribution, with 51% male and 49% female respondents, ensuring balanced representation and allowing insights into the

effectiveness of inclusion strategies for both genders. This gender parity aligns with research by Kett et al. (2005), which emphasizes that capturing diverse gender perspectives is essential in disability studies to understand the varied experiences of people with disabilities (PWDs). Including both male and female perspectives provided a more comprehensive evaluation of inclusion efforts in the community.

The age distribution among respondents showed a broad representation, primarily between the ages of 25 and 54, with most participants falling in the 35-44 age range (27.9%), followed by 25-34 years (25.9%) and 45-54 years (20.6%). This reflects findings from the World Health Organization (2011) that disability prevalence is higher among adults. Representing diverse age groups in the study enabled a more nuanced understanding of how disability affects individuals at different stages of life and how they participate in development programs.

Educational attainment among respondents revealed significant disparities, with 46.5% having no formal education and only a few possessing higher qualifications. This aligns with Mitra (2006), who found that PWDs generally attain lower educational levels, which can hinder their participation in social and economic activities. The high rate of participants with limited formal education highlights educational barriers that restrict

PWDs' access to opportunities for inclusion in development.

The marital status data showed that a majority of respondents (56.6%) were married, while others were single, widowed, or divorced. Marital status can influence socioeconomic well-being, impacting PWDs' participation in community programs. Research by Groce (2004) suggests that marital status affects access to resources and social support, which in turn impacts PWDs' involvement in development initiatives. The

prevalence of married respondents implies that family responsibilities might also shape their participation in community activities.

Religious affiliation among respondents indicated a predominance of Christianity (85.1%), with smaller groups adhering to other faiths or traditional beliefs. The strong Christian presence reflects the cultural context of the region, where Christianity plays a significant role. According to Burchardt (2004), religious beliefs can shape attitudes toward disability and influence the support systems available to PWDs. This religious context underscores the potential role of faith-based values in promoting or hindering the inclusion of PWDs in community development. The demographic data overall provided essential insights into the socio-economic barriers and opportunities influencing PWDs' participation in development efforts in Loima Sub-County.

## **5.2 Type of Disability Analysis**

The study's categorization of disabilities among respondents in Loima Sub-County provides essential insights into the prevalence of different disability types, highlighting the need for targeted interventions. Physical disabilities, reported by 50.1% of respondents, were the most common and align with global data, which emphasizes the importance of accessible infrastructure to accommodate mobility challenges. Similarly, visual impairments were prevalent (43.7%), underscoring the need for inclusive communication resources, as visual disabilities can hinder access to information and educational opportunities.

Mental disabilities, affecting 42.2% of respondents, present unique challenges due to associated stigma and insufficient support, which can limit participation in community activities. Hearing impairments, reported by 26.2%, also impact social interaction and access to information, necessitating accommodations such as sign language interpretation

and hearing aids. These findings echo research advocating for adaptations in communication to enhance inclusion for those with hearing disabilities.

Less common disabilities, including chronic progressive disorders (7%), maxillofacial disabilities (6.8%), sensory disabilities (4.2%), and intellectual disabilities (3.7%), each demand specific interventions. For example, chronic disorders often require medical support, while maxillofacial disabilities need both medical and psychological services. This diversity in disability types highlights the necessity for comprehensive, inclusive policies tailored to the varied needs of PWDs.

The study underscores the importance of targeted interventions that address the unique challenges faced by each disability group. Physical and visual disabilities often require infrastructural modifications, while mental and hearing impairments benefit from social support and communication aids. Literature reinforces this need for tailored inclusion strategies, emphasizing that effective development initiatives must consider each disability's distinct barriers.

In summary, the findings from Loima Sub-County demonstrate the diverse range of needs among PWDs, suggesting that inclusive development programs should incorporate specialized approaches for each disability type. Addressing these specific needs is vital for fostering meaningful participation and ensuring that development efforts are inclusive and equitable.

### **5.3 Social Attitudes and Behaviors Affecting the Inclusion of People with Disabilities (PWDs)**

The study assessed how social attitudes and behaviors impact the inclusion of people with disabilities (PWDs) in development agendas, identifying social attitudes as key barriers to inclusion. Data collected through a Likert scale survey revealed mixed levels of

community acceptance. While 44.8% of respondents felt the community accepted PWDs, 60.3% disagreed that PWDs had equal opportunities to participate in community events, highlighting exclusion and marginalization.

The study also found that 75.3% of respondents agreed that stereotypes and prejudices hindered PWD inclusion in development efforts, while 69.8% noted that PWDs experience social isolation. These findings underscore the need for targeted interventions to reduce stigma and promote inclusivity.

Discrimination in education and public spaces was another major concern, with 87.1% of respondents agreeing that PWDs face systemic barriers in education, and 84.6% reporting challenges accessing public spaces. These issues reflect environmental and attitudinal barriers limiting PWDs' participation, as noted in existing literature.

The study also evaluated the impact of awareness programs, finding mixed results. While some respondents expressed neutral views on the effectiveness of these programs, suggesting they may not be sufficient to change long-standing cultural beliefs.

Overall, the study highlights the need for targeted advocacy, infrastructure improvements, and community engagement to address negative social attitudes, stereotypes, and discriminatory practices, ensuring PWDs can fully participate in development activities.

#### **5.4 Influence of Availability of Resources and Support Services on the Inclusion of PWDs**

The study examined the impact of resource availability and support services on the inclusion of people with disabilities (PWDs) in development agendas in Loima SubCounty, Turkana County. The findings highlighted significant challenges related to

the scarcity and uneven distribution of essential resources like accessible infrastructure, healthcare services, assistive devices, and support programs for PWDs.

Government entities, especially the County and National Governments, were identified as key players in supporting PWDs, with a notable but smaller role played by NGOs and CBOs. However, the support systems were fragmented, often failing to meet the full range of PWDs' needs. Cash transfers and food support were the primary forms of assistance, with limited attention given to empowerment strategies like entrepreneurship training and employment opportunities.

The study also found that public infrastructure was largely inaccessible, and resources for PWDs were inadequately allocated. Educational institutions and healthcare services were found to be ill-equipped to accommodate the needs of PWDs, further limiting their participation in development activities.

Overall, the study emphasized the need for a comprehensive and coordinated approach to disability support, with increased resource allocation and the development of longterm empowerment programs in areas like education, skills training, and employment opportunities.

### **5.5 Coping Strategies and Social Inclusion of People with Disabilities:**

The study explored coping strategies used by people with disabilities (PWDs) in Loima Sub-County to enhance their inclusion in development activities. Key strategies identified included engagement with community-based organizations (CBOs), selfadvocacy, collaboration, and legal awareness.

Community-Based Organizations (CBOs) while 12.4% of respondents saw CBOs as effective, many remained neutral (51.5%), suggesting that their impact was limited by

factors such as inadequate funding and organizational capacity. This finding aligns with research indicating that CBOs' effectiveness varies depending on community involvement and resource allocation.

Self-Advocacy and Collaboration self-advocacy was recognized as a successful strategy, with 36.6% of respondents agreeing it promoted inclusion. Collaboration among PWDs also helped address barriers, with 34.4% supporting its effectiveness.

These findings reflect existing research highlighting the importance of empowering PWDs to advocate for their rights and collaborate to influence policies.

Barriers to Legal Awareness and Community Participation legal awareness was found to be low, with only 5.4% of respondents strongly agreeing they knew their legal rights, indicating a significant gap in legal education. Additionally, participation in community projects was limited, with 30.7% of respondents strongly disagreeing about their involvement. These barriers were linked to social exclusion and physical inaccessibility.

Vocational Training and Empowerment Programs: Vocational training emerged as an effective coping strategy, with participants noting its role in skill development and job acquisition, contributing to greater inclusion. This is supported by research suggesting that vocational training enhances both economic independence and social participation for PWDs.

Overall, the study highlighted the successes of self-advocacy and collaboration but pointed to persistent challenges in legal awareness, CBO engagement, and community participation. Addressing these gaps requires targeted interventions, such as improved legal education and vocational training programs, to empower PWDs and support their inclusion in development activities.

**5.6 Influence of National Policies on the Inclusion of People with Disabilities** The study aimed to investigate the influence of national disability policies on the inclusion of PWDs in development activities in Loima Sub-County. The findings revealed critical challenges related to awareness, implementation, and coordination of disability policies that hinder effective inclusion.

The quantitative analysis indicated a pervasive lack of awareness among PWDs regarding their rights and entitlements as outlined in national policies. Nearly 44% of respondents disagreed that they were aware of their rights, with a mean score of 2.8, highlighting significant gaps in understanding existing policies. This aligns with Thomas et al. (2019), who emphasized that national disability policies were often complex and fragmented, making it difficult for PWDs to access their rights and benefits. The low level of familiarity with these policies (mean score of 2.4) further underscored the need for better communication and dissemination strategies to ensure PWDs are informed about the resources available to them.

Moreover, the findings revealed that 56.6% of respondents felt that national policies do not adequately address the specific needs and challenges faced by PWDs (mean score of 2.6). This perception was consistent with previous research, which has shown that policies often failed to consider the diverse needs of PWDs, resulting in inadequate support and resources (Mitra, 2017). The lack of satisfaction regarding collaboration between government agencies and local communities (mean score of 2.4) further indicated a disconnect in policy implementation, as highlighted by Oliver (2013), who notes that effective policy execution required coordinated efforts among various stakeholders.

Qualitative data from FGDs and KIIs corroborated the quantitative findings, highlighting key themes of poor policy awareness and enforcement. One key informant stated, "***There were policies for inclusion, but they were not effectively enforced at the local level***"

(KII). This sentiment reflects the broader challenges documented by Aldersey and White (2018), who argue that even well-crafted policies often suffer from inadequate enforcement, resulting in limited real-world impact on the lives of PWDs. Participants emphasized the need for stronger advocacy and improved coordination between sectors to facilitate better access to services. The statement from another key informant, "The lack of coordination between sectors makes it difficult for people with disabilities to access all the services they need," highlights systemic barriers to inclusion that are echoed in the literature (Shakespeare, 2014). Coordinated efforts are essential for creating a supportive environment that allows PWDs to benefit fully from national policies.

Furthermore, the qualitative findings pointed out that many community members, including leaders, are not aware of policies supporting the rights of PWDs. This lack of awareness among key stakeholders reinforces the arguments made by Grech (2015), who emphasizes the importance of engaging community leaders in disability advocacy to enhance policy implementation and acceptance.

In conclusion, the findings from Objective 4 indicated that while national disability policies exist, their effectiveness is significantly undermined by poor awareness, insufficient enforcement, and a lack of coordination among relevant sectors. The gaps identified in this study align with existing literature, which consistently highlighted the need for improved communication, advocacy, and local-level implementation of disability policies. To promote the full inclusion of PWDs in development activities in Loima Sub-County, it is essential to strengthen advocacy efforts, enhance policy enforcement, and improve service delivery mechanisms. Addressing these challenges would require collaborative efforts among government agencies, community organizations, and PWDs themselves to ensure that policies translate into meaningful improvements in the lives of PWDs.

## **5.7 General Challenges in Inclusion of People with Disabilities**

The study identified several challenges hindering the inclusion of people with disabilities (PWDs) in development initiatives in Loima Sub-County, with discrimination, lack of resources, inadequate access to information, and cultural stigma emerging as the primary barriers. Discrimination was the most frequently cited challenge, with 73.7% of respondents noting that societal biases and stereotypes were significant obstacles to PWDs' participation in development activities. Cultural stigma and negative beliefs about disabilities were also significant barriers, reported by 51.6% of respondents, reflecting how traditional attitudes contribute to the marginalization of PWDs. Additionally, nearly half of the respondents (49.5%) expressed a lack of awareness about their rights, which prevents them from effectively advocating for their inclusion.

The study also found that inadequate resources and inaccessible infrastructure further hindered PWDs' participation in development activities. A significant portion of respondents (61.6%) reported challenges related to inaccessible buildings, transportation, and services. Moreover, 60% of respondents noted the insufficient availability of government resources tailored to the needs of PWDs, pointing to broader policy implementation issues that leave PWDs without necessary support. Illiteracy (39.5%) and lack of family support (26.8%) were additional barriers, further limiting PWDs' ability to advocate for themselves and participate in development activities. Access to information was another significant challenge, with 57.4% of respondents indicating that a lack of access to information about their rights, available services, and development opportunities prevented them from fully engaging in social and economic activities. The study also raised concerns about government accountability and political interference, with 16.8% of respondents expressing doubts about the government's commitment to

implementing disability-related policies. Political interference was also noted by 6.3% of respondents, highlighting the challenges of effective policy enforcement.

## **5.8 Conclusions**

This study identified several socio-economic factors significantly affecting the inclusion of people with disabilities (PWDs) in Loima Sub-County, Turkana County. The conclusions are organized according to the specific research objectives, reflecting the complex challenges and opportunities faced by PWDs.

### **5.8.1 Conclusion on Demographic Characteristics**

The findings reveal a diverse age range and nearly equal gender representation among participants, highlighting the multifaceted experiences of PWDs. Notably, 45% of respondents had no formal education, indicating significant educational gaps that hinder participation in development initiatives. Additionally, 40% of participants reported physical impairments, while 30% experienced visual impairments, underscoring the necessity for targeted interventions that address the unique challenges associated with different types of disabilities.

### **5.8.2 Assessing the Influence of Social Attitudes and Behaviors on the Inclusion of PWDs**

The analysis shows that negative social attitudes and discriminatory practices contribute to the marginalization of PWDs. Although 40% of participants reported some community acceptance, systemic barriers in educational and public spaces remain significant impediments. The study corroborated global literature on the pervasive discrimination faced by PWDs, emphasizing the need for robust awareness campaigns to challenge deeply rooted beliefs.

### **5.8.3 Evaluating the Impact of Availability of Resources and Support Services on the Inclusion of PWDs**

Findings indicated that resource availability and support services were fragmented and inadequate, with 70% of respondents noting insufficient support to meet their needs. The focus on short-term assistance rather than sustainable solutions highlights the necessity for a shift toward long-term empowerment strategies. Moreover, 50% of participants reported gaps in public infrastructure, further emphasizing the need for enhanced accessibility to facilitate active participation in development initiatives.

### **5.8.4 Investigating Coping Strategies Employed by PWDs**

Effective coping strategies, such as self-advocacy and vocational training, were identified, with 50% of PWDs engaging in self-advocacy. However, significant deficiencies in community involvement and legal awareness were also noted. While some PWDs successfully advocate for their inclusion, more educational and capacitybuilding initiatives are essential to empower all individuals.

### **5.8.5 Assessing the Influence of National Policies on the Inclusion of PWDs in Development Agenda**

The analysis reveals a considerable gap between existing national policies and their implementation at the local level, with 44% of respondents unaware of their rights under these policies. This highlights the necessity for improved communication strategies and community engagement to enhance policy effectiveness in promoting inclusion.

## **5.9 General Challenges in Inclusion of People with Disabilities**

Overall, the findings underscored the interconnected challenges faced by PWDs in Loima Sub-County, including discrimination, stigma, inadequate resources, and lack of awareness. Addressing these challenges through targeted interventions is crucial for

fostering an inclusive environment that enables meaningful participation in community development.

In summary, the study successfully correlates its findings with the established objectives, offering a comprehensive overview of the socio-economic factors influencing the inclusion of PWDs in Loima Sub-County. The insights highlight the importance of addressing social attitudes, resource availability, coping strategies, and policy effectiveness to create a more inclusive environment for PWDs in development agendas. Implementing the study's recommendations will assist stakeholders in dismantling barriers to PWDs' full participation, leading to improved quality of life and empowerment within the community. **5.10 Recommendations**

The study recommend the followings;

- i. Launch community education programs to challenge negative stereotypes and misconceptions about disabilities, targeting all age groups and involving schools, workplaces, and community organizations.
- ii. Organize cultural sensitization workshops with local leaders to address cultural misconceptions, reduce stigma, and promote acceptance of PWDs within the community.
- iii. Invest in improving the accessibility of public spaces, including schools, health centers, and transportation facilities, ensuring they meet accessibility standards for people with mobility, visual, and hearing impairments.
- iv. Advocate for increased government and donor funding to support PWD-specific services, such as healthcare, education, assistive devices, and inclusive employment opportunities.
- v. Strengthen self-advocacy by encouraging the formation of self-help groups for

PWDs and providing training on advocacy, leadership, and legal rights.

- vi. Run campaigns to educate PWDs about their legal rights through workshops and distribute educational materials to ensure they can advocate for their inclusion and access to public services.
- vii. Increase awareness of national policies, establish monitoring mechanisms for their implementation, and tailor policies to meet the specific socio-economic and cultural needs of Loima Sub-County.

#### **5.10.1 Recommendations for Future Research**

1. Long-Term Studies on Disability Inclusion: Conduct longitudinal studies to evaluate the long-term effectiveness of disability inclusion programs, especially in rural areas like Loima Sub-County.
2. Comparative Studies Across Regions: Explore regional differences in how PWD inclusion is addressed to identify successful strategies that can be applied in areas with similar socio-cultural contexts.

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## APPENDICES

### **Appendix I: Transmittal Letter**

**Joseph Ekal Lolepo P.O.BOX 11-30500 LODWAR-KENYA.**

**REG/NO: MPAM/2015/29750**

I will be carrying out a research on ‘**An assessment of socio-economic factors influencing inclusion of people with disabilities in the development agenda in Kenya:**

**A case of Loima sub-county in Turkana county**’, by using a descriptive survey of Loima sub county. The study's basic goals were to produce knowledge for academic reasons when it was first conceived in April 2016 as an academic research project. Thus, the study is just being conducted in order to fulfill a necessary need for a Masters Degree; it has no further use in the nation or Loima Sub County. In Loima Sub County, the study

will be conducted among people with disabilities, government representatives, and CSOs/NGOs. I would appreciate your involvement in the planned group focus discussions, and I promise to treat any information you disclose or discuss in the strictest of confidence.

**Yours faithfully,**

**Joseph Ekal Lolepo**

**Appendix II: Informed Consent Form**

Title of research project: ‘**An assessment of socio-economic factors influencing inclusion of people with disabilities in the development agenda in Kenya: A case of Loima sub-county in Turkana county**’

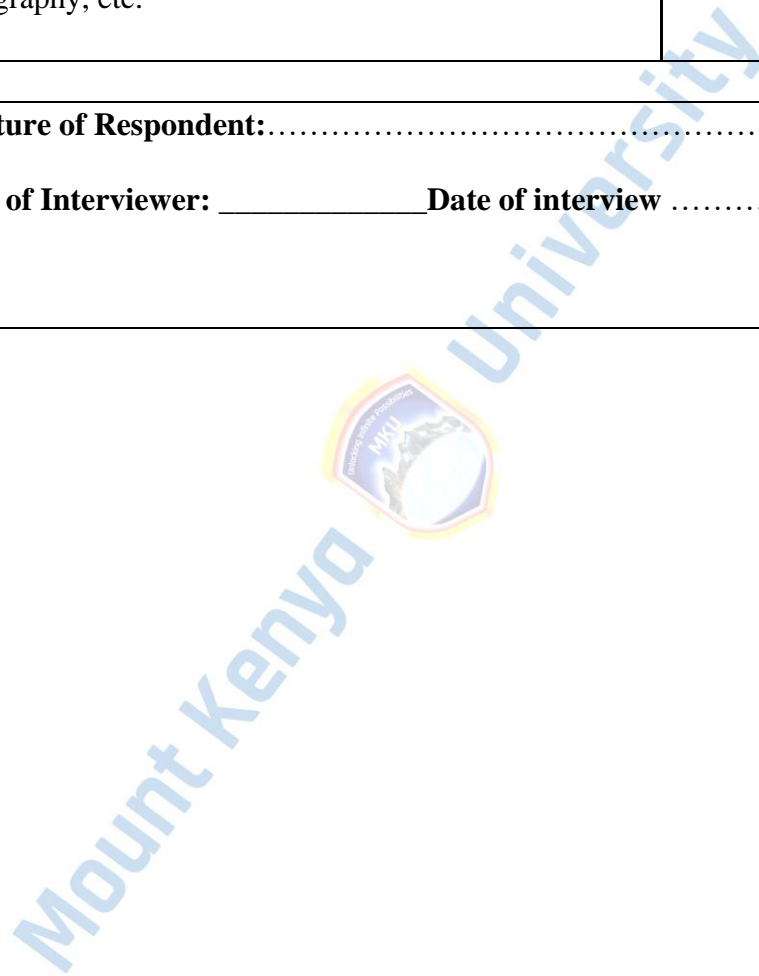
**Name of principal researcher:** Joseph Ekal Lolepo

I, the undersigned, confirm that (Please tick box as appropriate:

|    |   |                          |
|----|---|--------------------------|
| 1. | I have read and comprehended the information provided about the study project in the information sheet dated.....                                     | <input type="checkbox"/> |
| 2. | I have been given the chance to inquire about the research study and my involvement.  | <input type="checkbox"/> |
| 3. | I willingly consent to taking part in the study.  | <input type="checkbox"/> |
| 4  | I am aware that I may withdraw at any moment without giving a reason, without incurring any penalties and without being asked to explain my decision. | <input type="checkbox"/> |

|   |  |  |
|---|--|--|
|   |  |  |
| 5 | I have received a thorough explanation of the confidentiality measures, including the use of names, aliases, data anonymization, tape recording, Photography, etc. | <input data-bbox="1118 443 1182 495" type="checkbox"/> |

|  |   |
|--|---|
|  | <p><b>Signature of Respondent:</b>.....</p> <p><b>Name of Interviewer:</b> _____ <b>Date of interview</b> .....</p> |
|--|---|



### Appendix III: Structured Questionnaire for PLWDs Dear Participant,

Thank you for participating in this study. Your responses are valuable in understanding the impact of socio-economic factors on the inclusion of people with disabilities in the development agenda. Please respond to each statement by indicating your level of agreement.

#### SECTION A: Demographic Information

1. What is your age?

18-24

25-34

35-44

45-54

55 and above

2. What is your gender?

Male

Female

Other .....

3. What is your highest level of education?

None

Primary School

Secondary School

Vocational/Technical School

College/University

4. What is your main source of livelihood?

Agriculture       Pastoralism       Employed      Self-employed

Other



|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 3 | Stereotypes and prejudices about disability hinder the inclusion of people with disabilities in development initiatives. |  |  |  |  |  |
| 4 | Community members actively engage in promoting the inclusion of people with disabilities in decisionmaking processes.    |  |  |  |  |  |
| 5 | People with disabilities experience social isolation in community gatherings.  |  |  |  |  |  |
| 6 | Awareness programs about disability issues are effective in changing societal attitudes.                                 |  |  |  |  |  |
| 7 | Discrimination against people with disabilities is prevalent in educational institutions.                                |  |  |  |  |  |
| 8 | People with disabilities face challenges in accessing public spaces and facilities.                                      |  |  |  |  |  |

**SECTION B: Availability of resources and support services for people with disabilities and their influences on inclusion in development agenda in Loima Sub County in Turkana County.**

| No | Test Item   | SA | A | N | D | SD |
|----|---|----|---|---|---|----|
| 1  | How adequately are resources allocated to support the needs of people with disabilities in your community?  |    |   |   |   |    |
| 2  | To what extent do existing support services cater to the diverse needs of people with disabilities in the development agenda?                                 |    |   |   |   |    |
| 3  | How accessible are public infrastructures and facilities for people with disabilities in your community?  |    |   |   |   |    |
| 4  | How effective are existing employment and economic empowerment programs for people with disabilities in promoting their inclusion in development initiatives? |    |   |   |   |    |
| 5  | How well do educational institutions in your community accommodate the learning needs of students with disabilities?  |    |   |   |   |    |
| 6  | How satisfied are you with the healthcare services available for people with disabilities in your community?  |    |   |   |   |    |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 7 | How aware are people with disabilities of the available support services for their inclusion in development activities?         |  |  |  |  |  |
| 8 | To what extent do government initiatives promote the accessibility and usability of public spaces for people with disabilities? |  |  |  |  |  |



### Section C: Survival and coping strategies

| No | Test Item  | SA | A | N | D | SD |
|----|--|----|---|---|---|----|
| 1  | How effective do you think are the self-advocacy efforts of people with disabilities in promoting their inclusion in development activities?                                   |    |   |   |   |    |
| 2  | To what extent do people with disabilities actively engage in community-based projects to enhance their inclusion in development initiatives?                                  |    |   |   |   |    |
| 3  | How supportive is the community in adopting and implementing the suggestions and recommendations made by people with disabilities for their inclusion in development projects? |    |   |   |   |    |
| 4  | How well do people with disabilities collaborate with each other to collectively address barriers to inclusion in development activities?                                      |    |   |   |   |    |
| 5  | How aware are people with disabilities of their legal Rights and entitlements in the context of development opportunities?   |    |   |   |   |    |
| 6  | To what extent do people with disabilities receive mentorship and guidance in pursuing educational and career opportunities?   |    |   |   |   |    |
| 7  | How effective are community-based organizations in empowering people with disabilities to actively participate in the development agenda?                                      |    |   |   |   |    |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 8 | How comfortable do people with disabilities feel in expressing their needs and concerns during community meetings and development planning sessions? |  |  |  |  |  |
|---|--|--|--|--|--|--|



**SECTION D: The extent of Influence national legislations and policies**

| No | Test Item  | SA | A | N | D | SD |
|----|--|----|---|---|---|----|
| 1  | How familiar are you with national policies related to the inclusion of people with disabilities in development initiatives?   |    |   |   |   |    |
| 2  | To what extent do you believe that national policies adequately address the specific needs and challenges faced by people with disabilities in your community?                 |    |   |   |   |    |
| 3  | How effectively are national policies implemented at the local level to promote the inclusion of people with disabilities in development projects?                             |    |   |   |   |    |
| 4  | How well do government agencies collaborate with local communities to ensure the effective implementation of policies related to disability and development?                   |    |   |   |   |    |
| 5  | How satisfied are you with the level of accountability and transparency in the implementation of policies supporting the inclusion of people with disabilities in development? |    |   |   |   |    |
| 6  | To what extent do national policies contribute to changing societal attitudes towards the inclusion of people with disabilities in development activities?                     |    |   |   |   |    |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 7 | How well do national policies address economic empowerment opportunities for people with disabilities in your community?                          |  |  |  |  |  |
| 8 | How aware are people with disabilities of their rights and entitlements as stipulated in national policies related to disability and development? |  |  |  |  |  |
| 9 | Mention any other challenges in Inclusion of People with Disabilities   |  |  |  |  |  |

*Thank you for your participation! Your responses will help us better understand the socio-economic factors that influence the inclusion of PLWDs in the development agenda in Loima sub-county, and inform efforts to improve their access to development opportunities.*

#### **Appendix IV: FGD Guide for PLWDs**

##### **SECTION A: Biographic Information of the participants Introduction**

Hello and welcome to this focus group discussion. The purpose of this discussion is to gather information on the socio-economic factors influencing the inclusion of people with disabilities (PLWDs) in the development agenda in Kenya, specifically in Loima Sub-County in Turkana County. Your participation is highly appreciated, and we value your insights and opinions. Your contributions will help in shaping policies and programs that aim to enhance the inclusion of PLWDs in the development agenda.

**Questions**

1. How would you describe the prevailing societal attitudes towards people with disabilities in Loima Sub-County, and how do these attitudes influence their participation in development activities?

.....  
.....

2. In your experience, what are some specific instances of discriminatory behavior or challenges faced by people with disabilities in this community, and how do these impact their ability to be included in the development agenda?

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

3. Can you provide examples of community initiatives or programs that have successfully fostered positive attitudes and behaviors towards people with disabilities, leading to their increased inclusion in development projects?

.....  
.....

4. In your opinion, how effectively are resources allocated to support the diverse needs of people with disabilities in Loima Sub-County, and how does this impact their involvement in development initiatives?

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

5. Can you share insights into the accessibility of public infrastructures and facilities for people with disabilities in this community and its implications for their participation in development projects?

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

6. From your perspective, how well do existing employment and economic empowerment programs address the unique challenges faced by people with disabilities in being included in the local development agenda?

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

7. What are some of the key self-advocacy efforts employed by people with disabilities in Loima Sub-County to enhance their inclusion in development activities, and how effective have these strategies been?

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

8. Can you provide examples of community-based projects or collaborations initiated by people with disabilities to overcome barriers and actively participate in the local development agenda?

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

9. In your experience, how do community-based organizations contribute to empowering people with disabilities, and what role do these organizations play in facilitating their active involvement in development projects?

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

10. From your perspective, how well are community members informed about and engaged with national policies related to the inclusion of people with disabilities in development initiatives in Loima Sub-County?

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

11. How would you assess the effectiveness of the implementation of national policies at the local level in Loima Sub-County in promoting the inclusion of people with disabilities in development projects?

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

12. In your view, what specific challenges or successes have been observed in the local implementation of national policies, and how do these factors impact the overall inclusion of people with disabilities in the development agenda?

.....  
.....

## **Appendix V: Key Informant Interview INTRODUCTION**

Hello and welcome to this interview. The purpose of this interview is to gather information on the socio-economic factors influencing the inclusion of people with disabilities (PLWDs) in the development agenda in Kenya, specifically in Loima Sub-County in Turkana County. Your participation is highly appreciated, and we value your insights and opinions. Your contributions will help in shaping policies and programs that aim to enhance the inclusion of PLWDs in the development agenda.

- a) What are some of the community attitudes (feelings, thoughts, mind –sets etc) and behaviors (practices, actions) that affect inclusion (involvement, addition) of People living with disabilities in development agenda in our community?
- b) What do you suggest the community should do promote positive community attitudes and behaviours in order to promote inclusion of people with disabilities in development processes?
  - ii) a) In which ways does availability of resources and support services affect inclusion of PLWDs in development agenda?
    - b) What type of resources or support services are available or should be made available to enhance inclusion of People with disabilities in development agenda in your community?
  - iii) a) What are the survival/coping strategies used by people with disabilities to promote their inclusion in development agenda in your community.
  - b) Are there other ways that you suggest that can be applied by PWD to promote their involvement in development processes?

iv) How do government policies/legislations related to disability influence inclusion of People with disabilities in Development agenda?

a) Are you aware of any policies and legislation that government has put in place to promote inclusion of people with disabilities in development plans/agenda /processes;

b) In your opinion, what is the level of awareness of these policies and programs among PLWDs in your community?

b) Have these policies and programs been effective in promoting the inclusion of PLWDs in the development agenda? Why or why not?

c) What are your suggestions to improve policies and legislations in order to enhance inclusion of people with disabilities?

Thank you for your participation in this interview. Your input will be used to inform policies and programs that aim to enhance the inclusion of PLWDs in the development agenda.

## **Appendix VI: Key Informant Interview (KII) GUIDE INTRODUCTION**

Hello and welcome to this Key Informant Interview. The purpose of this interview is to gather information on the socio-economic factors influencing the inclusion of people with disabilities (PLWDs) in the development agenda in Kenya, specifically in Loima Sub-County in Turkana County. Your participation is highly appreciated, and we value your insights and opinions. Your contributions will help in shaping policies and programs that aim to enhance the inclusion of PLWDs in the development agenda.

### **Introduction**

1. Could you please introduce yourself and tell me about your role in promoting the inclusion of people with disabilities in Loima sub-county?
2. What is your understanding of disability and how it affects the socio-economic wellbeing of individuals and their families in Loima sub-county?
3. In your opinion, what are some of the key socio-economic factors that limit the inclusion of people with disabilities in the development agenda in Loima sub-county?

### **Barriers to inclusion**

- 1 Can you identify some of the challenges that people with disabilities face in accessing education and training opportunities in Loima subcounty?
- 2 What are some of the challenges that people with disabilities face in accessing healthcare services and infrastructure in Loima sub-county?
- 3 In your opinion, what are some of the factors that limit the participation of people with disabilities in economic activities in Loima sub-county?
- 4 Can you identify some of the challenges that people with disabilities face in accessing infrastructure and services in Loima sub-county?

### **Inclusion policies and practices**

1                   What policies and practices are in place to promote the inclusion of people with disabilities in different sectors of society, such as education, healthcare, and employment?

2                   In your opinion, how effective are these policies and practices in promoting the inclusion of people with disabilities in Loima sub-county?

3                   What gaps do you see in the implementation of policies and practices that limit the inclusion of people with disabilities in Loima sub-county?

### **Empowerment strategies**

1                   Can you identify some of the strategies that have been employed to empower people with disabilities in Loima sub-county and promote their inclusion in the development agenda?

2                   In your opinion, how effective have these strategies been in promoting the empowerment and inclusion of people with disabilities in Loima sub-county?

3                   What additional strategies do you think can be employed to promote the empowerment and inclusion of people with disabilities in Loima sub-county?

### **Conclusion**

1                   What are your recommendations for promoting the inclusion of people with disabilities in the development agenda in Loima sub-county?

2                   Is there anything else you would like to add that we have not discussed?





**COUNTY DEPARTMENT OF HEALTH SERVICES AND SANITATION**

**Directorate of Monitoring , Evaluation , Policy and Research  
Department of Health Services and Sanitation**

**Turkana County  
P. O. Box 11 - 30500  
Lodwar**

Ref: MEPR 12/99/VOL.V

6<sup>th</sup> July 2024

Dear Joseph Ekol Lolepo ( NACOSTI Ref.53388)

**RE: APPROVAL TO CONDUCT RESEARCH STUDY**

I am pleased to inform you that your request to conduct the study titled **"The Impact of Socio-Economic Factors on the Inclusion of People with Disabilities in the Development Agenda in Kenya: A Case of Loima Sub-County in Turkana County, Kenya"** has been accepted.


We recognize the importance of this research in understanding the socio-economic barriers that affect the inclusion of people with disabilities in developmental activities. Your study aligns with our commitment to promoting inclusive policies and enhancing the quality of life for all citizens in Turkana County.

You are authorized to proceed with your data collection in Loima Sub-County, and I encourage you to engage with local stakeholders, community organizations, and individuals to ensure comprehensive data collection. Please ensure that ethical considerations, including obtaining informed consent and maintaining confidentiality, are upheld throughout your research process.

We look forward to the insights and recommendations that your study will provide, which can guide future initiatives aimed at improving the inclusion of people with disabilities in our development agenda.

Should you require any further support or collaboration from our office, please do not hesitate to reach out.

Best regards

  
Lobokari Ebitine James  
County Director of M&E Policy and Research  
County Government of Turkana



## Appendix IX : Acceptance letter



Dear Sir/Madam,

**RE: THE IMPACT OF SOCIO-ECONOMIC FACTORS ON THE INCLUSION OF PEOPLE WITH DISABILITIES IN THE DEVELOPMENT AGENDA IN KENYA; A CASE OF LOIMA SUB-COUNTY IN TURKANA COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2843**. The approval period is **13/06/2024 - 12/06/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

**Dr. Alfred Owino, PhD**  
Chairman, Mount Kenya University ISERC

The Chairman  
Mount Kenya University  
Ethics Review Committee  
P.O. Box 342 - 01000, Turkana

## Appendix X : Introduction letter to NACOSTI



### DIRECTORATE OF GRADUATE STUDIES

MPAM/2015/27950

18<sup>th</sup> June, 2024

*National Commission for Science Technology & Innovation (NACOSTI)*  
*Off Waiyaki Way, Upper Kabete,*  
*P.O Box 30623- 00100*  
*NAIROBI, KENYA*

Dear Sir/Madam,


**RE: JOSEPH EKAL LOLEPO - REGISTRATION NO. MPAM/2015/27950**

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the department of **Management** in the school of **Business and Economics**.

The title of the research is **"The Impact of Socio-Economic Factors on the Inclusion of People with Disabilities in the Development Agenda in Kenya: A Case of Loima Sub-County in Turkana County, Kenya."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **June, 2024 and August, 2024**.

Any assistance accorded to the student will be highly appreciated.



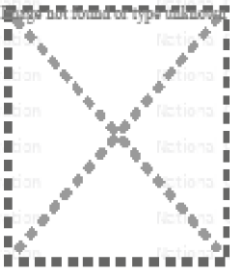


Thank you.

  
Dr. Samuel M. Karungu, Ph.D.  
Director, Graduate Studies  
Enc.

Mount Kenya University  
P.O. Box 342-01000, THIKA  
Office of the Director,  
Graduate Studies

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.  
Cell: +254 709 153 000 | +254 709 153 200  
Email: info@mku.ac.ke, Web: www.mku.ac.ke  
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Appendix XI Research permit

|  |   |
|--|---|
| <br>REPUBLIC OF KENYA   | <br>NATIONAL COMMISSION FOR<br>SCIENCE, TECHNOLOGY & INNOVATION                          |
| Ref No: 533388   | Date of Issue: 04/July/2024   |
| <b>RESEARCH LICENSE</b>  |   |
|    |   |
| <p>This is to Certify that Dr. Joseph Ekai Lolepo of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Turkana on the topic: <b>THE IMPACT OF SOCIO-ECONOMIC FACTORS ON THE INCLUSION OF PEOPLE WITH DISABILITIES IN THE DEVELOPMENT AGENDA IN KENYA: A CASE OF LOIMA SUB-COUNTY IN TURKANA COUNTY, KENYA</b> for the period ending : 04/July/2025.</p> |   |
| License No: NACOSTI/P/24/37314   |   |
| Applicant Identification Number<br>533388  | <br>Director General<br>NATIONAL COMMISSION FOR<br>SCIENCE, TECHNOLOGY &<br>INNOVATION |
|  | Verification QR Code<br>   |
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| See overleaf for conditions  |   |

**Appendix XII: Similarity Index**



# JOSEPH EKAL LOLEPO

## THE IMPACT OF SOCIO-ECONOMIC FACTORS ON THE INCLUSION OF PEOPLE WITH DISABILITIES IN THE DEVELO...

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